

6-1912

The Quarterly of the Washington State Normal School Ellensburg: Catalog of 1911-1912

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Vol. 5

JUNE, 1912

No. 1

THE QUARTERLY

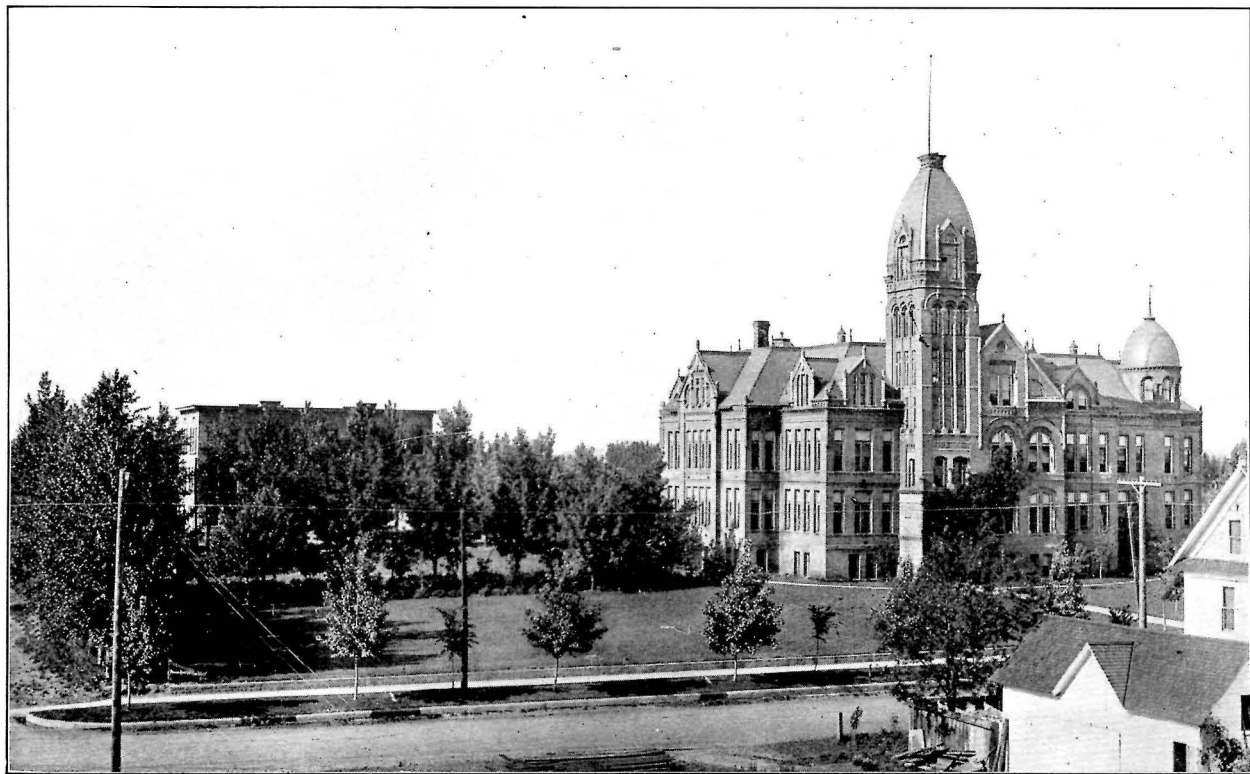
—OF THE—

Washington State Normal School

ELLENSBURG

CATALOG
1912

Entered at the Ellensburg Postoffice as second-class matter



Buildings and Campus of the W. S. N. S., Ellensburg.

VOL. 5

JUNE 1912

NO. 1

THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG

CATALOG OF 1911-1912

AND

ANNOUNCEMENTS FOR 1912-1913

OLYMPIA, WASH.
E. L. BOARDMAN, PUBLIC PRINTER
1912.

1912

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1913

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CALENDAR OF 1912-1913

FALL AND WINTER SEMESTER

1912

Entrance Examinations	Monday, September 2
Registration, 9 a. m.....	Tuesday, September 3
Opening Day, Assembly, 10 a. m.....	Wednesday, September 4
Opening of Training Department.....	Monday, September 9
End of First Quarter.....	November 1
Beginning of Second Quarter.....	November 4
Beginning of Christmas Vacation.....	December 21

1913

End of Christmas Vacation.....	January 7
End of First Semester.....	January 24

SPRING AND SUMMER SEMESTER

Entrance Examination and Registration....	January 27
Easter Vacation	March 20 to March 26.
End of Third Quarter.....	April 4
Beginning of Fourth Quarter.....	April 7
May Festival, Primary Department.....	Thursday, May 15
May Recital, Grammar Department.....	Friday, May 16
Memorial Day	Friday, May 30
Anniversary of the Literary Societies.....	Friday, May 30
Alumni Anniversary	Saturday, May 31
Baccalaureate Day	Sunday, June 1
Senior Class Day.....	Monday, June 2
Graduation Day	Wednesday, June 4

SUMMER SESSION 1913

Begins	June 9
Ends	August 1

BOARD OF TRUSTEES

JABEZ A. MAHAN, M. D.....Ellensburg
J. D. CORNETT.....Toppenish
FRED P. WOLFF.....Ellensburg

STATE BOARD OF EDUCATION

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President.....Olympia
THOMAS F. KANE, Ph. D., President University of Wash-
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WILLIAM E. WILSON, Principal Washington State Nor-
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FRANK B. COOPER, Superintendent of Schools.....Seattle
HENRY M. HART, Principal South Central High School..Spokane
MRS. JOSEPHINE PRESTON, County Superintendent of
Schools.....Walla Walla

FACULTY 1911-1912

WILLIAM EDWARD WILSON, A. M., Principal.
History and Philosophy of Education.

JOHN HENRY MORGAN, A. M., Vice-Principal,
Mathematics.

JOHN P. MUNSON, M. S., Ph. D.
Biological Sciences and Sociology.

ELLA ISABEL HARRIS, M. A., Ph. D.,
English Literature and Languages.

RUTH CHRISTINE HOFFMAN,
Primary Training Supervisor.

ADALENE B. HUNT.
Art.

CLARA MEISNER,
Kindergarten Director, German.

JAMES W. NESBIT,
Superintendent of Training Department, U. S. History.

HENRY J. WHITNEY, B. S.
Manual Training.

JENNIE ALMIRA HOUSLEY,
Supervisor of Higher Grades.

EDWARD JULIUS KLEMME, A. M.,
Psychology and Education.

M. C. HUTCHINSON, A. M., M. O.,
Oral Expression and Physical Training.

NELLIE N. NASH, B. S.,
Domestic Economy.

ARTHUR J. COLLINS, A. M.,
History and Education.

BLANCHE M. HAZELTON, A. B.,
Assistant in English and Latin.

AMY COLE, B. S.,
Assistant in Domestic Economy.

EDITH HOPE RINGER,
Observation Teacher, Third and Fourth Grades.

ALBERT H. MEHNER, A. B.,
Physical Science, Geography.

JAMES A. DALLAS,
Managing Principal Training Department, Athletic Coach.

HELEN PARKHURST,
Observation Teacher, First and Second Grades.

FLORENCE ENSLE,
Music.

FRANCES SMITH,
High School Assistant.

MRS. ELLA GIRDNER WARNER,
Librarian.

VERA JOSEPHINE MAXWELL,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Engineer and Superintendent of Buildings and Grounds.

At the close of the year Miss Hunt, Miss Housley, Mr. Collins and Miss Parkhurst withdraw from the faculty. Miss Mary A. Grupe, a former member of the faculty, will become supervisor of advanced grade work; Miss Antoinette Sabelwitz, observation teacher of first and second grades, and Miss Ethel Merriam, teacher of art.

THE WASHINGTON STATE NORMAL SCHOOL

AT ELLENSBURG

In its constitution our state accepts as its "paramount duty" the task of making "ample provision for the education of all the children within its borders." As a part of this paramount duty the state recognizes the necessity of maintaining efficient normal schools for the training of its teachers. Young men and young women of the best type are needed constantly to reinforce the ranks of all vocations, but nowhere else are they needed more imperatively than in educational work.

Establishment

This institution was established by act of the legislature, approved by Governor Elisha P. Ferry, March 28, 1890:

"There shall be established in the city of Ellensburg, county of Kittitas, a school, to be called the Washington State Normal School, for the training and education of teachers in the art of instructing and governing in the public schools of this state."

Location

The city of Ellensburg is situated in the Kittitas valley, an extensive basin embraced by the foothills east of the Cascade mountains at a mean elevation of 1,500 feet.

This region possesses rare attractions for settlers and investors and is rapidly becoming celebrated as a fruit district. Extensive orchards, planted and cultivated in accordance with the best horticultural methods, have begun to produce fruit in large quantities and of superior quality. Land values have largely increased, numerous small tracts have lately been planted and people from many states are coming to make homes here.

Ellensburg, the business center of this region is a division point on the main line of the Northern Pacific railroad and the chief city in the state east of Seattle on the Chicago, Milwaukee and Puget Sound railroad. These two transcontinental lines furnish Ellensburg with first-class passenger service and are contributing greatly to the desirability of residence in this region.

The city has grown rapidly and has undergone transformation within a few years. The two railway depots, a Carnegie library, a Young Men's Christian Association building costing over \$50,000, a

number of business blocks and many residences modern in construction and architecture have been erected. The streets of the business section have been substantially paved, lighted and sewered in the best manner, and are kept clean.

The Grounds

The school campus consists of two blocks and the vacated street between them, embracing an area of six and a quarter acres. These grounds are in the most attractive residence quarter of the city, and command a view of wide extent and surpassing beauty. They are provided with an irrigating system supplied from a canal and furnishing an abundance of water at small cost. The lawn surrounding the buildings has been improved and further adorned by trees and shrubbery, the school gardens have been laid out for use in connection with nature study. Many kinds of trees and shrubs have been successfully introduced, and not only beautify the lawn but form a valuable addition to the school gardens as field for nature study.

The Buildings

The central building, erected in 1893, contains an assembly hall; class rooms; physical, chemical and biological laboratories; laboratories for domestic economy and for geography; art and music studios; a library, a gymnasium, and offices of administration. The building for the training school contains a kindergarten suite of rooms, a manual training laboratory, grade rooms for practice teaching and for observation, teachers' offices, and rooms for special purposes.

ADMISSION

The qualifications requisite for admission to a normal school are: Good health, moral strength of character, sufficient maturity, and adequate scholarship.

Health. A course in a normal school should promote the health and the physical invigoration of a student, but such a course is not designed for persons in feeble health or afflicted with diseases. A certificate of health, signed by the family physician, or some regular physician who knows the physical condition of the applicant, is requested of all who apply for admission.

Character. A certificate of moral character is required for admission. The certificate should bear the signature of a responsible person of high standing, and should certify to the candidate's uprightness and worth.

Blanks for certificates of health and character are furnished upon application, and are convenient for those who make out these certificates.

Age. The minimum age of admission as fixed by law is fifteen years for girls and sixteen for boys.

Scholarship. The State Board of Education now requires for admission to the normal schools that the candidate shall have completed the tenth grade of the public school course or the equivalent of this.

Young people who are without high school opportunities at home may attend the Training Department of the normal school, where excellent provision will be found for making the required preparation for regular admission. Anyone holding an eighth grade certificate may be admitted to the ninth grade in the Training Department. Tuition is free here and the cost of books and materials for a year would probably amount to five or six dollars.

Students are admitted by diploma or certificate or by examination.

Admission by Certificate.

(a) A diploma of a public high school or other secondary school fully accredited by the Board of Education admits the holder to the advanced courses.

(b) A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank will admit a student to corresponding standing in this institution.

(c) A certificate of good standing in an accredited high school will admit to such standing as may be found to fit the student's attainments.

(d) A first grade teacher's certificate admits to the complete course and to such advanced standing as the student's attainments justify.

(e) A second grade teacher's certificate, provided the holder has completed one year of high school work, will admit the holder to the elementary course. A candidate twenty years of age or older may be admitted to the elementary course without high school preparation provided he has had special training or business experience deemed equivalent to two years of advanced school training.

Accredited Schools

The following high schools and academies have been fully accredited by the Board of Higher Education:

Aberdeen	Burlington	Colfax
Anacortes	Burton	Coupeville
Arlington	Camas	Davenport
Asotin	Cashmere	Dayton
Auburn	Castle Rock	Edmonds
Ballard	Centralia	Ellensburg
Bellingham	Chehalis	Elma
Blaine	Chelan	Everett
Bremerton	Cheney	Enumclaw
Buckley	Clarkston	Garfield

Goldendale	Newport	Sedro Woolley
Grandview	North Yakima	Shelton
Harrington	Odessa	South Bend
Hillyard	Olympia	Snohomish
Holy Names Academy, Spokane	Palouse	Spokane
Holy Names Academy, Seattle	Port Angeles	Sumner
Hoquiam	Port Townsend	Sunnyside
Kelso	Pullman	Sprague
Kennewick	Puyallup	Tacoma
Kent	Prosser	Tekoa
Kirkland	Pomeroy	Prep. Dept. U. P. S.
La Conner	Richland	Vancouver
Latah	Ritzville	Waitsburg
Lind	Rosalie	Walla Walla
Mt. Vernon	Roslyn	Waterville
Marysville	Seattle—	Wenatchee
Montesano	Broadway	Wilbur
	Lincoln	
	Queen Anne	

In addition to these there are other high schools whose work is accredited for less than four years.

GRADUATION

The state normal schools are authorized by law to award certificates and diplomas as follows:

Upon the completion of the elementary course, a certificate to be known as an elementary normal school certificate, which shall authorize the holder to teach in any elementary school for a period of two years; upon the completion of the secondary course, a certificate to be known as a secondary normal school certificate, which shall authorize the holder to teach in the common schools of the state for a period of three years; upon the completion of any advanced course, a diploma to be known as a normal school diploma, which shall authorize the holder to teach in the common schools of the state for a period of five years, and upon satisfactory evidence of having taught successfully for three years such person shall receive a life diploma countersigned by the Superintendent of Public Instruction. Upon the completion of the work of the junior year any student may be given a secondary normal school certificate by vote of the faculty: Provided, That no one shall receive a diploma or secondary normal school certificate who has not attained the age of nineteen years, and attended the same state normal school one full school year of thirty-six weeks: Provided further, That no one shall receive a secondary normal school certificate or a normal school diploma who has not given evidence of ability to teach and govern a school by successful practice in the training department for a period of not less than eighteen weeks.

EXPENSES

Tuition is free.

Registration Fee. A fee of ten dollars is required to be paid by each student as a condition of admission. Five dollars of this is an indemnity deposit which is placed to the student's credit to be returned upon his withdrawal or at the close of the year, less any charges that may be incurred on account of loss or damage to school property in the hands of the student. Three dollars is applied to the maintenance of the library of the normal school, and the remaining two dollars is placed to the credit of the treasurer of the students' organization.

Laboratory Fees. There are no charges for laboratory privileges except the following fees estimated as not more than sufficient to pay the cost of materials which each student will need to use in doing the work of the several courses: For each semester's work in chemistry, in domestic economy, and in manual training, one dollar.

Textbooks. The regular textbooks required are to be provided by the students. They may be procured, new or second-hand, at the city book stores. The average cost of textbooks varies from year to year and may amount to from three to five dollars each semester.

BOARD

Board and Room. In homes and private boarding houses students obtain board and furnished rooms at prices ranging from about \$4.00 to \$6.00 per week.

Board and Room for Service. A number of students every year secure board in good families for service. Assistance in finding a suitable home will be given gladly to those who apply. In bringing about such an arrangement, it is understood on the one hand that actual service, worth the cost of board, is to be rendered, and that competency, neatness, careful attention to the work undertaken, are assumed, and on the other hand, that the students' services are to be limited to hours agreed upon, so that her school work may not be greatly hindered. Furthermore, the fact should be recognized by the student who undertakes to earn board while attending school, that the time and strength necessary to do this cannot be applied also to study. No one ought to attempt to carry the full work of a class in a normal school while earning one's board. This would be either to invite a breakdown in health or else to undertake a task requiring more intellectual effort than there would be time and strength to accomplish properly.

Housekeeping. Rooms furnished, unfurnished, or partially furnished suitable for two students may be rented at prices ranging from

\$5.00 to \$12.00 per month and used for housekeeping. In some cases two or three or four relatives or friends have co-operated in this way and made pleasant homes for themselves at moderate cost. Self-boarding, however, is not usually favorable to the best student life and is not recommended for normal students unless the conditions are exceptionally good, and unless those who propose to live this way are particularly hygienic and considerate in their ideas and habits.

Furnished Rooms, not to be used for housekeeping, may be rented at \$7.00 to \$12.00 per month. Usually two persons may divide this rental. A number of such rooms are located conveniently to the Dormitory or the Club House.

Lists of approved boarding places are kept at the principal's office, and assistance in obtaining a boarding place, housekeeping rooms, or opportunity for service in homes will always be given.

Residents of Ellensburg desiring student boarders or to let rooms are accustomed to send to the principal's office the information which will enable the office to refer students seeking such information to them.

The Normal Dormitory

Last year the trustees used a portion of the biennial appropriation, as they were authorized by the legislature to do, for purchasing a site and erecting thereon a dormitory building. It was completed, furnished and occupied by the 30th of October, 1911. It accommodates fifty-four students with sanitary, comfortable rooms, which are lighted by electric current and warmed by steam from the central heating plant.

The dormitory continues under the efficient management of Mrs. E. J. Arthur, who is so well and so widely known as the matron of the normal dormitory at Ellensburg.

The dining room affords seating accommodations for as many as ninety, so other students besides those who occupy rooms in the building are accommodated with board.

The rates at the dormitory are:

Board for four weeks.....	\$12.00
Furnished room with steam heat, electric light, two persons occupying a room, each for four weeks..	4.00
Furnished room in cottage on the grounds, for four weeks	3.50

Board and room bills are payable in advance every four weeks. This is requisite in order that purchases may be made upon a cash basis. No deductions are made for absence for less time than a week, nor for withdrawals within a week from the end of the term. Students are advised to make payments by check and on the first of each month, if possible.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. The beds are single; the windows are of ordinary size, and two yards of curtain material of the usual width is sufficient for a curtain.

A few young ladies who reside at the dormitory have the privilege of serving in the dining room, for which service they receive their board during the time they serve. This privilege is confined to those who have become favorably known as residents at the dormitory and is extended to no one for a longer time than one semester, if there are other applicants thus entitled to the privilege.

Inquiry regarding the reservation of rooms should be addressed to the matron or the principal.

The Normal Club

For several years a club has been maintained on a basis of self-support. The residence leased for the purpose is sanitary, convenient and pleasantly located near the school. It affords accommodations for fifteen persons and a few additional table boarders may be admitted. The prices are:

For table board, per week.....\$3.50

For furnished room with fuel and electric light, per
month of four weeks.....\$4.00 to \$6.00

Occupants of rooms provide linen, towels and curtains.

Mrs. J. C. Nevens is matron of this club.

The Co-operative Club

A Co-operative Club has been in operation during the past two years. This will be continued. The members of the club cook, serve and take care of the house under the direction of a member of the faculty. The cost of materials is assessed to the members pro rata each month. This expense has averaged less than \$2.25 per week for board. The cost of furnished room with light and heat will probably amount to between \$5.00 and \$6.00 per month.

The Students' Organization

A permanent organization of the students of the school has been effected and a constitution adopted. Every student in regular standing is eligible to membership, and also each member of the faculty. Membership entitles the holder to participate in all of the voluntary activities of the students under the constitution adopted by the organization.

For the better support of the various voluntary student activities two dollars of each registration fee will be paid into the treasury of the student organization whose treasurer according to the constitution is a member of the faculty.

The amount thus produced shall be divided into five equal amounts

to produce the following funds: Twenty per cent. shall provide an athletic fund, 20 per cent. a students' publication fund, 20 per cent. a students' reading, oratory and debating fund, 20 per cent. a students' lecture fund, and 20 per cent. shall be held in the treasury as a reserve fund to be applied by vote of the executive committee of the students' organization with the approval of the principal of the normal school, to whatever student activity or activities may be deemed most deserving of such support.

RELIGIOUS PRIVILEGES

There are in Ellensburg churches of the following names: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic. It is earnestly advised that a letter from the home pastor be presented to the pastor of the chosen church in Ellensburg that the student may without delay find a regular place of worship.

The school branch of the Y. W. C. A. holds weekly meetings open to all. This organization is looked upon as an effective aid to Christian living.

The Y. M. C. A. of the city welcomes young men to its various classes and activities, and offers excellent dormitory accommodations to young men.

REGULATION OF CONDUCT

The normal school prepares students to take responsibility for the conduct of others; for this reason it is thought best to put into the hands of the students, as far as practicable, the responsibility for the good order of the school. Conspicuous lack of either the will or the ability to comply with the dictates of propriety and to exercise liberty without abusing it is considered evidence of unfitness for the vocation of teaching. Persons who require to be admonished to attend regularly and promptly the exercises of the school and of their classes, or to behave in a dignified and courteous manner, are not considered prepared for the privileges of an institution maintained for training of teachers—much less any who are not straightforward and trustworthy.

Play is a necessary part of all education, especially of the education of the teacher. Healthy play, therefore, is encouraged by the faculty, though little encouragement is given to social diversion outside the school.

Literary Societies

Two societies, the Crescent and Eclectic, have been maintained throughout the history of the school. Programs are rendered from time to time, and addresses are given, under their auspices, by persons outside the school. Membership in one or the other is recommended

to all students. Besides the opportunity given by the literary societies, a student assembly is held weekly for a literary program and parliamentary practice.

Friday Assembly

The assembly period on Friday is divided between choral practice and an address by a member of the faculty or a visiting speaker, or a student program. The school has had the opportunity this year of hearing, among the visiting speakers, the following: State Superintendent Henry B. Dewey, Supt. C. R. Frazier of Everett, Supt. S. S. Busch of Yakima county, Supt. C. E. Beach of Olympia, Supt. A. S. Burrows of King county, Assistant State Superintendent J. M. Layhue, Supt. F. F. Joubert of Enumclaw, Supt. Thomas Geisness of Port Angeles, Dr. E. O. Sisson of the University of Washington, Miss Josephine Berry, head of the home economics department of the State College of Washington; Miss Frances C. Gage, executive secretary of the northwestern territorial committee of the national board of the Y. W. C. A., and Miss Elizabeth Fox, the student secretary of the Y. W. C. A. for the northwestern territory; Rev. Campbell of Alaska; Mrs. Bessie Scovell, a national worker of the W. C. T. U.; Judge R. J. Kauffman of Ellensburg; also excellent addresses by our resident ministers and others.

Lectures and Entertainments

Last year an excellent lecture and entertainment course was provided by the normal school in co-operation with the Chamber of Commerce of the city, and the following numbers were secured: Lectures by Hon. Thomas P. Gore, Hon. Victor Murdock, Hon. Francis J. Heney and C. P. Connolly; concerts by the LeBrun Opera Company, and the Whitney Brothers Quartet, and an entertainment by Eugene Laurant and Company, magicians.

The course arranged for 1911-1912, to be given as last year in the normal auditorium, contains the following numbers:

1. A lecture by Governor Glenn, of North Carolina.
2. An entertainment by Strickland W. Gillilan, humorist.
3. A concert by the Ernest Gamble Concert Company.
4. A lecture by Hon. J. Adam Bede, of Minnesota.
5. A concert by the Good Fellows Singers.
6. An entertainment by Ross Crane, the cartoonist.
7. A concert by the Roney Boys of Chicago.

In addition to the lecture course students are privileged to attend other excellent entertainments during the school year. During the past year they have had the opportunity of enjoying a number of concerts and lectures of considerable merit, given in the normal auditorium, among them the following: A piano lecture-recital by Edward

Baxter Perry; a lecture on radium, liquid air and wireless telegraphy by Professor William Patty; a recital by Mr. and Mrs. Robert Boice Carson, of Portland, Oregon; The Blue Bird, given by Miss Cora Mel Patten. Besides these entertainments several recitals have been given under the direction of the heads of the music and expression departments. The musical organizations of the school—The Treble Clef, Boys' Glee Club and the orchestra—take a prominent part in these recitals. The junior class gave as their class play, The Magistrate, and the seniors presented A Winter's Tale.



The Dormitory.



The Normal Club House.

THE COURSES TABULATED

The courses for the state normal schools of this state, adopted by the Board of Higher Education April 11, 1905, and modified June 25, 1907, April 17, 1909, and September 26, 1910, are here set forth in tabular form as they are provided for in this school. The work required and also that which is elective is more fully indicated under the several departments, beginning on page 24.

The figures placed after the subjects in these tables denote the number of credit units allowed upon the subject when it has been carried successfully through a semester. The same figures usually denote also the number of recitation periods required per week. A credit as a unit for measuring the work of these courses is one recitation period of forty minutes per week for a semester of eighteen weeks. Each recitation hour implies a period of private study.

THE ELEMENTARY COURSE

This course is intended to be not a finishing course, but a good introductory course to the teaching profession for those who are dependent upon their own exertions, and who desire the opportunity to work up through service as teachers to a good education and large usefulness.

Admission. The terms of admission to the elementary course are as follows:

1. Completion of tenth grade work in an accredited high school.
2. One year of accredited high school work and the holding of a second grade teachers' certificate; or,
3. Special training and practical business experience deemed by the normal school authorities to be equivalent to two years of training above the common schools: Provided, That such applicants shall not be less than twenty years of age: And provided further, That prior to receiving an elementary certificate all applicants shall have completed the four years of work above the eighth grade required for the completion of the elementary course.

The freshman year of the course is parallel with the eleventh grade, and the sophomore year with the twelfth grade of the public high school courses. The course includes: First, brief studies of educational principles; second, earnest study from the teacher's standpoint of the subjects of the public elementary school course, with instruction

in method of teaching; and third, the organization, management, and government of schools, particularly of rural schools.

Freshman Year

First Semester		Second Semester	
Expression II	2	English VI and VII.....	5
History VI	4	Physics II	4
Chemistry	5	Mathematics III	4
Art I or III.....	3	Music III	2
Physical Culture I.....	2	Physical Culture II.....	2
Elective	4 to 6	Elective	4 to 6

ELECTIVE WORK

English II b	2	History VII	2
English III	3	Biological Science IIIa or b..	2½
Biological Science II.....	3	Art II	2
Music I	2	Music II	2
Manual Training I.....	2	Manual Art	2
Domestic Art I or II.....	2	Domestic Art II or III.....	2

Sophomore Year

First Semester		Second Semester	
English V and VIII.....	5	Oral Expression III.....	3
History IV or VIII.....	3	History V or IX.....	2
Education I	4	Education V	3
Geography II	3	Agriculture	4
Music IV	2	Arithmetic VI and VII.....	5
Elective	3 to 5	Physical Training III.....	2
		Electives	3 to 4

ELECTIVE WORK

Art VI	2	English IV or VII.....	3
Mathematics X, 4; or XI.....	2	Music V	2
Manual Training	2	Manual Training	2
Domestic Science III.....	2	Domestic Science or Art.....	2

Maximum hours, 22; maximum credits, 25.

SECONDARY COURSE

Regular preparation for admission to this course consists of three years of secondary or high school work based upon the following requirements: English, three years; mathematics, two and one-half years; science, one year; history, one year; electives, four years.

A student having completed two years of high school work may be admitted to the freshman year of the complete course and pass to the sophomore year of the secondary course.

Sophomore Year

First Semester		Second Semester	
Biological Science IV.....	4	English V and VIII.....	5
Physiography	5	Education I	4
Art III or V.....	3	Biological Science V.....	4
Physical Training II.....	2	Mathematics VI and VII.....	4
Elective	5 to 8	Elective	3 to 5

ELECTIVE WORK

English II b or III.....	3	Latin or German.....	3
Latin or German.....	3	History XI	3
History X or III.....	3	Mathematics XIII	2
Oral Expression III.....	2	Art V	2
Physical Science IV or V.....	5	Music III	2

Junior Year

First Semester

English IX	3
History VIII	2
Oral Expression IV.....	2
Education II	4
Teaching I	5
Art VII	2
Elective	2 to 4

Second Semester

English XI and XII.....	3
History IX	3
Music V	2
Education V	3
Geography II	3
Physical Training IV.....	2
Elective	4 to 6

ELECTIVE WORK

Latin or German.....	3	English XV	2
Art VIII	3	Latin or German.....	3
Physical Science IV.....	3	Art X	2
Biological Science VIII.....	2	Physical Science V.....	3
		Biological Science VII.....	2

Maximum hours, 25; maximum credits, 22.

ADVANCED COURSE I

For graduates of accredited four-year high schools and those having equivalent preparation

Junior Year

First Semester

English XI and XII.....	3
Oral Expression III.....	2
Education I	3
Biological Science IV a and V a	4
Mathematics VI and VII.....	4
Art IV or VI.....	3
Physical Training IV.....	2

Second Semester

English V or X.....	2
Teaching I	5
Education II	4
Geography	3
Music VI	2
Art VII	2
Elective	3 to 5

ELECTIVE WORK

Music V or III.....	2	Dramatic Expression VII.....	1
Manual Training Ia.....	2	Manual Training Ib.....	2
Physical Science IV.....	2	Education VI	2
		Physical Training VI.....	2

Maximum hours, 25; maximum credits, 22.

Senior Year

Section A

First Semester

English XVII a	2
Education VIII	3
Biological Science VI.....	2
Teaching II	10
Education X	2

Second Semester

English XVII b	1
Education IX	3
Biological Science VII.....	2
Oral Expression VI.....	1
Sociology I and II.....	3
Music VII	2
Physical Training V.....	2
Elective	2 to 4

Section B

English XVII a	2
Education VIII	3
Art IX	2
Oral Expression IV.....	2
Sociology I and II.....	3
Music VII	2
Physical Training V.....	2
Elective	2 to 4

English XVII b	1
Education IX	3
Biological Science VI and VII. 4	
Oral Expression IV.....	2
Teaching II	10
Education X	1
Oral Expression VI.....	1

Maximum hours, 25; maximum credits, 22.

ADVANCED COURSE I—Modified

For those who desire a certificate at the end of the Junior Year

Junior Year

First Semester

English V and II b.....	3
Education I	4
Nature Study and Agriculture. 3	
Geography Method	2
Math. VI and VII.....	4
Art IV	2
Oral Expression III.....	2
Physical Training	2

Second Semester

English VIII	3
Education III	3
Biological Science IV a and V a 4	
Teaching	5
Art VII	2
Music IV	3
Dom. Sci. and Dom. Art.....	2

Senior Year

First Semester

English XVII a	2
Education VIII	3
Oral Expression IV.....	2
Sociology	3
Art IX	2
Music VII	2
Physical Training	2
Education II	3
Electives	2 to 4

Second Semester

English XVII b	1
Education IX	3
Teaching II	10
Biol. Sci. VI and VII.....	4
Education X	1
Oral Expression VI.....	1
English XX and XXI.....	3
Electives	2 to 4

THE COMPLETE COURSE

This course requires four years of normal work beyond the tenth grade. It is designed to furnish a broad and thorough training for teaching and a good foundation for advancement to higher educational work. Graduates of this course should be specially well prepared for a university course in education. It includes substantial work in science—chemistry, physics, physiography and biology—in art, music, and physical culture, as well as in English, mathematics, education and history. Advanced work in Latin and German, courses in manual training and domestic arts, and in bookkeeping and business methods are offered for election.

For admission to the course two years of accredited high school work is required. This preparation may be made by taking the work of the ninth and tenth grades in the training department.

Freshman Year			
First Semester		Second Semester	
Oral Expression III.....	2	English VI and VII.....	5
History VI	3	Phys. Sci. II (Physics).....	4
Phys. Sci. IV (Chem.).....	5	Mathematics III	5
Art III	3	Music III	2
Physical Training	2	Physical Training III.....	2
Elective	3 to 8	Elective	2 to 4

ELECTIVE WORK

Latin V or German I or III... 3	Latin VI or German II or IV.. 3
English IIb or III..... 3	History VII 2
Oral Expression I or II..... 2	Art II 2
Music I or II..... 2	Manual Training II (4 hrs.)... 2
Domestic Art III (4 hours).... 2	Domestic Economy (4 hrs.).... 2
Manual Training I (four hours) 2	

Maximum hours allowed each semester, 25; maximum credits, 22.

Sophomore Year			
First Semester		Second Semester	
Biological Science IV.....	4	English V and VIII.....	5
Physiography	5	Education I	4
Mathematics	2	Biological Science V.....	4
Music IV	2	Mathematics VI and VII.....	4
Physical Training II.....	2	Art IV or V.....	2
Elective	4 to 6	Elective	2 to 4

ELECTIVE WORK

Latin VII or German III or V..	3	Latin VIII or German IV or VI	3
History X or III.....	2	History XI	3
Art V	4	Music V	2
Mathematics X, 4; or XI.....	2	Mathematics XII	3
Manual Training I or II (4 hrs.)	2	Manual Training II.....	4
Domestic Economy (4 hrs.)....	2	Domestic Economy	4
Oral Expression III.....	2	Physical Training III.....	2
Athletics (4 hrs.).....	2	Athletics (4 hrs.).....	2

Maximum hours allowed each semester, 25; maximum credits, 22.

Junior Year

First Semester		Second Semester	
English IX	3	English XI and XII.....	2
History VIII	2	History IX	3
Oral Expression III.....	2	Education III	3
Education II (Psychology)....	4	Geographical Science II.....	3
Teaching I	5	Art VII	2
Music VI	2	Elective	5 to 8
Elective	2 to 4		

ELECTIVE WORK

Latin IX or German V or VII..	2	Latin X or German VI or VII..	2
Art VIII	3	Art X	2
Manual Training III (4 hrs.)...	2	Music VIII	2
Domestic Economy (4 hrs.)...	2	Manual Training IV.....	2
Physical Culture IV.....	2	Domestic Economy	2
		Physical Culture V.....	2

Maximum hours, 25; maximum credits, 22.

Senior Year

Section A

First Semester		Second Semester	
English XVII a	2	English XVII b	1
Education VIII	3	Education IX	3
Art IX	2	Biological Science VI and VII.	4
Teaching II	10	Oral Expression IV.....	2
Education X	2	Oral Expression VI.....	1
		Education VII	2
		Sociology I and II.....	3
		Music VII	2
		Physical Training VII.....	2
		Elective	2 to 5

Section B

English XVII a	2	English XVII b	1
Education VIII	3	Education IX	3
Oral Expression IV.....	2	Biological Science VI and VII.	4
Education VII	2	Teaching II	10
Sociology I and II.....	3	Education X	1
Art IX	2	Oral Expression VI.....	1
Music VII	2		
Physical Training VII.....	2		
Elective	2 to 4		

The number graduated from this course each year is not large, but it includes a large percentage of the most successful and influential graduates of the school.

There is an increasing demand, however, for graduates who have had still fuller and more specific preparation for important departments of school work, such as departmental teaching, supervisory work, both general and special and administrative work—principalships, assistant principalships and the like.

To accommodate students in this course, as well as students in Advanced Course I, who desire to extend their preparation so as to be qualified for promotion to such responsible positions as are referred to above, a supplementary year's work, to be elected from the various departments, is proposed. It should be of special interest to students in this course.

SENIOR ELECTIVE WORK—All Courses

First Semester		Second Semester	
English XIX	2	English XVI	1
History VIII	2	History IX	3
Latin V or VII or German.....	3	Latin VI or VIII or German...	3
Astronomy	3	Geology	3
Mathematics XIII	2	Mathematics IV or V.....	2
Biological Science IX.....	2	Biological Science XI.....	1 to 3
Education VI	2	Education VII	2
Kindergarten Work	2 to 5	Kindergarten Work.....	2 to 5
Art VI or VIII.....	2	Art X or XI and XII.....	2
Music IX	2 to 4	Music X	2 to 4
Domestic Art V or ———	2	Domestic Art VI or ———....	2
Domestic Science V or ———..	2	Domestic Science VI or ———.	2
Manual Training V.....	2	Manual Training VI.....	2

ADVANCED COURSE II—Three Years

An advanced course of three years for normal schools is authorized by law and a committee of the State Board of Education has been assigned the task of arranging such a course. Thus the need of more extended normal training is recognized. Teachers qualified for departmental work in the advanced grades of both city and rural schools, for supervision of primary work in cities and especially in rural schools, and for supervising the teaching of such subjects as music, manual arts, home economics, agriculture and physical culture, are needed more and more.

While the formulation of three-year courses to meet this demand is pending, a year of supplementary work in certain departments is proposed to accommodate students, graduates and other teachers who wish to fit themselves for these higher or more responsible positions as teachers or supervisors. In the successive semester programs provision will be made for students who desire it to extend their courses so as to prepare for some special work.

THE WORK OF THE DEPARTMENTS OUTLINED

THE ENGLISH LANGUAGE AND LITERATURE

[DR. HARRIS and MISS HAZELTON]

The courses in this department are arranged with a threefold purpose: First, to aid the student in gaining a satisfactory knowledge of the facts of English grammar and rhetoric, and power of self-expression; second, to give him a general knowledge of English and American literature and a closer knowledge and appreciation of a few of the greatest masterpieces; third, to give him familiarity with the material of English instruction, and some knowledge of the principles that underlie the teaching of language and the selection, adaptation, and presentation of literature in the elementary and secondary schools.

Course I. Rhetoric. The purpose of this course is to teach the method of simple, direct and accurate expression. Constant practice in oral and written composition is required. Four credits.

Course IIa. A continuation of Course I. In both I and IIa specimens of good writing are studied and a practical application is made of the principles learned from such study. Four credits.

Course IIb. This course is supplementary to I and IIa, and is intended to give drills in grammatical usage, spelling, punctuation, penmanship and, in general, in the mechanics of writing to those who may need such training. Two credits.

Course III. American Literature. This course is intended to give a general view of American literature. It is pursued by means of class study, more rapid reading out of class, and weekly expository papers of varying length. Two extended essays are required during the semester, which shall be the outgrowth of the work done out of class. Three credits.

Course IV. A continuation of English III. Two extended essays are required during the semester, as in III, in addition to the weekly exercises. Three credits.

The courses outlined above are given in the Training School under the supervision of the department.

Course V. The Story and Story Material. The main purpose of this course is to give the student a critical knowledge of the educational value of the various types of story and a knowledge of books that may serve as sources of information on the story form and story material. Two credits.

Course V-K. A course in the story and story method, for kindergarten and primary. (See Kindergarten Course.)

Course VI. Nineteenth Century Writers. Tennyson's Gareth and Lynette, Launcelot and Elaine, and The Passing of Arthur; Carlyle's Essay on Burns, and some of Burns' best lyrics will be studied. Weekly themes, and two extended essays will be required, as in Course III. Two credits.

Course VII. Nineteenth Century Writers. Some of the shorter lyrics of Wordsworth, Shelly and Keats, and Arnold's Essays on Wordsworth and Keats, and Sohrab and Rustum will be studied extensively. Three credits.

(Course XVIII may be substituted for VII.)

Course VIII. This course is intended to give a basis, in a knowledge of the growth of English, for the teaching of grammar. Three credits.

Course IX. History of English Literature from Chaucer to Pope. This course includes an intensive study of masterpieces and rapid supplementary reading. Three credits.

Course X. The History and Principles of Language Teaching in the Grades. This course is designed to suggest a true theory in grammar teaching, through a study of its evolution in the schools of England and America. Two credits.

Course XI. Argumentative Masterpieces. Webster's Reply to Hayne, Burke's Speech on Conciliation and others. One and one-half credits.

Course XII. Argumentation and Debating. This course has for its purpose a classification of the intellectual processes and the development of power of expression through the practice of argumentation and debate. Foster's Argumentation and Debating is used as a reference text in this course and in Course XI. Requisite, Course XI or its equivalent. One and one-half credits.

Course XIII. Dramatic Literature. This course is an endeavor to show the course of the development of the English drama to its culmination in Shakespeare and the close relation of the drama to life. Marlowe's Faustus and Edward II and Shakespeare's Romeo and Juliet, Lear and The Tempest will be intensively studied. Two credits.

Course XIV. A course in daily theme writing. This course is open only to students who have had I and IIa or their equivalent.

Course XV. Milton's Paradise Lost and Minor Poems. An intensive study of the effect of environment and life experience on the mind of Milton. Two credits.

Course XVI. The Teaching of English in Secondary Schools. This course is conducted by means of lectures, reading, discussion, written work, and includes both theory and a history of method. One credit.

Course XVII. Browning Course. This is an elective course, open to juniors and seniors, and will include a study of *The Ring and The Book*.

Course XVIII. *Macbeth* and *Julius Caesar*. This course will be accepted as a substitute course for VI or VII. Two credits.

Course XIX. A Review of English Grammar. All students in English will have opportunity to observe and discuss English teaching in the Training School. Two credits.

Course XX. A correspondence course in English composition. When taken by high school graduates who have received the secondary certificate, this course counts for One credit.

Course XXI. A correspondence course in the modern novel. This course, like XX, is intended for those who have been granted a secondary certificate, and when satisfactorily passed by such students counts Two credits.

THE LATIN LANGUAGE AND LITERATURE

[DR. HARRIS and MISS HAZELTON]

The instruction in this department is intended to supplement and strengthen the work in English, rather than to form the base for a more extended classical Latin course; but it also aims at giving a knowledge of the Latin inflections and syntax and an appreciation and understanding of the authors read and of their place in Roman literature and history.

Course I. A course in Beginner's Latin, including simple Latin composition. Five credits.

Course II. Continuation of Course I, supplemented by readings in *Viri Romae*. In both Course I and II attention is given to etymology, and to the kinship between Latin and English. Five credits.

Course III. *Caesar's Commentaries* and *Prose Composition*. The knowledge of forms gained in the first year is extended, and an effort is made to enable the student to understand the characteristic idioms, especially the forms of indirect discourse, and to cultivate the habit of translating into good, idiomatic English. Four credits.

Course IV. A continuation of Course III. These two courses cover the first four books of the *Commentaries*. Four credits.

Course V. *Cicero's Orations*. Three credits.

Course VI. A continuation of Course V. In these two courses, five orations are read, usually the four Cataline Oration and one other. An attempt is made to make the reading not merely a linguistic exercise, but a study of literature as well; attention is also given to idiomatic English translation. Three credits.

Course VII. Virgil's Aeneid. Three credits.

Course VIII. A continuation of Course VII. As in the reading of Cicero, this course is intended to be a study of Latin literature, as well as a linguistic exercise, and aims also at giving the student practice in translating into idiomatic English prose. Three credits.

THE GERMAN LANGUAGE AND LITERATURE

[MISS MEISNER]

German, as well as Latin, is included in these courses, largely for the enrichment of the student's thought and for broadening his sympathies and interests.

Course I. During the first weeks, chief stress will be laid upon the acquiring of a correct pronunciation. Special attention will be given to the proper placing of sounds which have no equivalent in the English language. An effort will be made to have German the class language as soon as possible. German expressions will be substituted for the English as soon as the class have become familiar with them. It is expected that German will largely be used in class by the second semester. As an aid in the acquiring of the German idiom, and to assist in enlarging the vocabulary, short selections of prose and poetry will be memorized by the class. The principles of grammar will be derived from the reading. This work will be supplemented by the use of Becker-Rhoades Grammar for reference and for further application of the forms learned. Besides the reading gathered from the observation and conversation lessons, the class will read Volume I of Guerber's Märchen und Erzählungen. Five credits.

Course II. The work of this course will be a continuation of that outlined above. The reading will be from Müller and Wenckebach's Glück Auf, and from Bacon's Im Vaterland. Five credits.

Course III. Here, as in the first year's work, German will be dealt with as a living tongue and will be spoken in class. Frequent lesson in conversation will be given. These will be based upon stories told and retold, descriptions of familiar places, personal experiences, stores of German life, customs, history and literature. Thomas' German Grammar will be studied. The reading of this course will include: Selections from Hewett's German Reader; Höher als die Kirche.

Good selections of prose and poetry will be memorized. Much attention will be given to the writing of German composition and letters.

Three credits.

Course IV. Continuation of lessons in conversation, grammar and composition as outlined above. Reading: Storm's *Immensee* and Chamisso's *Peter Schlemihl*.

Three credits.

Course V. The work of this year will be very largely a study of German literature. The aim will be to give a general survey of its development from the time of the old folk epics to the present in order that the students may be intelligently conversant with the greatest writers. Keller's *Bilder aus der Deutschen Literatur* will be used for reference. A more detailed study will be made of the life and works of Schiller. The reading will consist of selections, illustrative of the periods studied in literature, and a special study will be made of Schiller's *Lied der Glocke*. Some supplementary reading of German magazines and newspapers will be done by the students and oral and written reports of these given to the class. The written work of the year will be based on the study of German literature and the general reading.

Two credits.

Course VI. Continuation of study of German literature with collateral readings. Study of Schiller's *Wilhelm Tell* and *Jungfrau von Orleans*.

HISTORY

[PROFESSOR NESBIT]

The chief aim of the following courses is to awaken interest in historical study. By the study of a few representative peoples, ancient, medieval, and modern—this study including rather ample reading in the historical literature provided in the library—the student should become interested in the great concerns of humanity and thus be prepared to study our own country with appreciation and in true perspective. This will afford a basis for the consideration of method and material for teaching history thru the grades.

Provision for a thorough review of the history of the United States, also for the study of the history, constitution and public school system of the State of Washington, is now made in the regular course for those who require it.

Course I. Greek History. A study of the people, their country, life, art, achievements, and contributions to the progress of the world. The special aim of this course is to introduce the student to the method of historical study. With this aim in view, literature and illustrative material have been selected and arranged, and earnest efforts are made to awaken the historic spirit and cultivate interest in research.

Three credits.

Course II. Roman History. A study of the Roman people from earliest times down to the fall of Rome. The method and aims of this course are similar to those in Course I. Two credits.

Course III. Mediaeval European History. The method is the same as that pursued in Courses I and II. A broader view of the field is taken, and the characteristics and the distribution of the great peoples of the world are considered as fully as time permits. Three credits.

Course IV and V. The United States. These two courses are provided for those who desire to secure elementary certificates. They include a review of the earlier periods of the history of the United States and a fuller study of the national period. Throughout these courses attention will be given to methods of study and teaching in the elementary schools.

Course IV, two credits; Course V, three credits.

Course VI. English History. A study of early English history from its beginning through the period of the Tudor reigns. In this course emphasis is laid upon the development of the English constitution from its Anglo-Saxon foundations and upon the industrial evolution of England. Three credits.

Course VII. English history from the close of the Tudor period to modern times. Two credits.

Course VIII. United States History and Civics. The period of the establishment of the national government and of the nation's development until the middle of the nineteenth century. This course is given in the second year of the secondary course and in the junior year of the complete course. These classes, having obtained a view of the world, ancient and modern, and having been broadened and matured by studies in related departments, should be prepared to view the development of our nation and study its progress with appreciation. Our government, both state and national, are studied in connection with their historical development. Two credits.

Course IX. This course aims to provide for a summing up of the work of the United States history in its relation to the histories of other nations, and for a consideration of the values and methods of history teaching in elementary schools. Three credits.

Course X. An intensive study of the history of an Oriental or a classical people. Two credits.

Course XI. An intensive study of some modern topic, as the history of Europe during the nineteenth century. Three credits.

Course XII. History and Methods. This course is intended to provide for consideration of the best methods of history teaching. The

nature and value of history, the best methods of securing profitable study of history are discussed, and the students are guided in the use of sources, maps, charts, outlines, pictures and literature, and in the selection of topics for primary, grammar, and high school grades. A consideration of one of the more important periods of United States history is made the basis of this work. Three credits.

Course XIII. United States Colonial History. An intensive study of the colonial period of United States history from 1607-1775 is provided for those who desire such a course. The motives and methods of colonization, and the government, manners and customs of the colonists will be studied. Original sources will be consulted wherever it is possible.

ART

The general aims of the art courses are: First, to help the student in appreciating beauty in nature and art; second, by technical training to enable him to express his ideas by means of form and color; third, to prepare him to teach art in the public schools.

Course I. (a) Sketching of flowers, grasses and seed pods. (b) Study of the principles of free-hand perspective and their application to the drawing of objects. (c) Study of grouping of still life. The mediums used are pencil, charcoal, and colored crayons.

Three credits.

Course II. A study of the principles of design and composition. The aim is to enable students to appreciate good composition and to learn how to originate and execute designs for practical purposes in an artistic manner. (a) Constructive design, shapes suitable for wood, clay and basketry. (b) Decorative design, conventionalization of flowers, forms, landscape, and their application to surface patterns, borders, etc. (c) Completion of at least three objects in applied design as stenciled object, paper construction, and clay. Three credits.

Course III. A continuation of Course I. (a) Advanced perspective sketching of interiors, houses, steps, window and out-of-door work. (b) Pictorial landscape composition and still life groups. (c) Figure sketching. Mediums used are pencil, charcoal, water color and colored crayons.

Three credits.

Course IV. (a) Study of plant forms, flowers, grasses, etc. (b) A study of free-hand perspective and the sketching of objects, interiors, houses, streets, etc. (c) Still life work, grouping, color harmonies. (d) Landscape, pictorial composition. (e) Figure sketching and the use of the figure in illustrating stories.

Three credits.

Course V. A course in hand work, comprising weaving in basketry and on looms, knotting, braiding, and dyeing with native dyes.

Course VI. (a) Still life studies, large groups, including flowers. (b) Figures sketching and illustration of stories, poems, etc. The mediums used are charcoal and colored crayons, and water color over charcoal. This is an advanced course for students who have had Courses III or IV or their equivalent. Two credits.

Course VII (a) Course in design and composition somewhat similar to course II. Two credits.

Course VIII. History of Art. A study of the great periods in sculpture, architecture and painting. This course includes some study of historic ornament. Two credits.

Course IX. Art Methods. This course is an adaptation of the art principles learned in the preceding courses to the needs of the elementary school. Courses in art and manual training suitable for the grades are planned by each student and the different phases discussed and worked out in class. Two credits.

Course X. (a) A brief course in the principles of design and composition. (b) A study of hand work suitable in the elementary schools. (c) Methods of teaching art in rural and graded schools. Two credits.

Course XI. A course in design applied to the cutting, tooling, and staining of leather. One credit.

Course XII. (a) Sketching of landscape from out-of-doors. (b) Charcoal work from the model. One credit.

Students wishing to prepare for supervision of art work in the public schools should take courses IV, V, VI, VII, X, XI, and XII.

Additional work in water color, and clay modeling from the head will be given if there is call for it.

The initial cost for each student of materials, paints, etc., used in the art courses is about \$2.50.

MANUAL TRAINING

[PROFESSOR WHITNEY]

The courses in manual training have in view skill in the use of tools, but their chief aim is the culture and greater capability of the student. His outlook will be broadened, his respect for rough labor will be increased, and he will discover some of the relations of industrial to social life.

Course I. Bench Work in Wood. This course includes mechanical drawing; the handling of bench tools; tool processes, taught by lec-

ture and exercises; then by working out projects chosen by the student. Some time is given also to the study of forestry, lumbering, and the qualities and grains of woods. Two credits.

Course II. Cabinet Making and Wood-Turning. Two credits.

Course III. This course embraces: Mechanical drawing, geometrical constructions, isometric projection, cabinet projection, orthographic projection, working drawing, lettering, and modern shop standards. Two credits.

Course IV. Work in metals—in bent iron and in sheet metals. Two credits.

Course V. Wood Carving. Two credits.

Course VI. History and Methods of Manual Training in Elementary Schools. This course is designed to prepare teachers to plan and conduct courses in hand-work, including paper and cardboard construction, weaving, knife-work, and, to a limited extent, bench-work in the grades.

DOMESTIC ECONOMY

[MISS NASH and MISS COLE]

Domestic Science

Course I. One and one-half hours twice a week, two credits. A course in elementary cooking. Williams and Fishers's Elements of the Theory and Practice of Cooking used as reference book. The physiology of digestion, the relation of food to life, food values and the cost of food are considered. Preparation and serving of simple meals. One and one-half hours a week. Two credits.

Course II. One and one-half hours twice a week, two credits. A continuation of Course I, completing the reference book used. A study of carbohydrates, proteids, and fats. Making of simple dishes; planning of menus; serving luncheon to mothers; miscellaneous serving. Prerequisite, Course I. One and one-half hours a week. Two credits.

Course III. Prerequisite, chemistry. Reference books: The Library of Home Economics, various government bulletins and new books.

(a) Preliminary Topics. Importance of home economics; care of equipment; study of water, air, fuel and combustion; classification of foods; chemistry of cleaning.

(b) A Study of Carbohydrates. (1) Starches—fruits and vegetables, cereals and legumes. Classification, composition, experiments with starch, value as food, action of micro-organisms, means of preserving, digestion of starch, cost in and out of season, study of food

laws concerning, practical work in cooking. (2) Sugar (Bulletin No. 93)—Sources, preparation commercially, effect of heat on, food value, digestion, amount consumed, chemical composition, experimental tests for purity and adulteration, practical work.

(c) Combination of Food Materials. (1) Batters and Doughs (quick breads)—Proportions used, leavening agents, effect of heat on mixtures, methods of mixing, digestion of; practical work—baking lessons. (2) Bread-Making—Kinds, history of flour, experiments with yeast, products of fermentation processes, object in baking, the perfect loaf, food value, etc., uses for stale bread, cost; trip to bakery.

(d) Protein. (1) Eggs and Milk (Bulletin 363)—Composition, food value, digestion, methods of preserving, experiments in cooking, food laws, consumer's knowledge, economy in using, by-products of milk—butter, cheese.

(e) Serving and Table-Setting. Rules for information serving of simple meals; luncheon served to class. One semester, one and one-half hours twice a week. Two credits.

Course IV. Prerequisite, Course III. Text used in Course III completed.

(a) Protein (continued)—Meat (see Bulletin No. 34), history, kinds, structure; experimental work using microscope and heat; cuts of meat, drawing, visiting meat market, comparison of cost and food value of cuts, composition, digestion, boning of meats; oysters, fish, poultry, game; food inspection laws. Gelatine manufacture; much practical work.

(b) Fats—Kinds, sources, function in body, butter substitutes, clarifying, deep fat frying. Practical work—potato chips, doughnuts, croquettes, fritters.

(c) Table-Setting, Serving and Carving. Serving simple and elaborate meals for the home and for special occasions. Care of linen and china, dining room, invitations, decorations.

(d) Combination of Food Materials (miscellaneous). (1) Pastry, puddings, cakes, salads, Christmas candy, frozen desserts. Comparison of cost of foods.

(e) Geography of Foods. (Research library work, preparatory for study of dietaries.) A study of various foodstuffs considering where grown, cost, yield per acre, composition, food value, digestibility, method of cooking, uses, tests for adulteration, pure food laws. One and one-half hours, twice a week. Two credits.

Course V. Prerequisite, Courses III and IV. Reference books and bulletins are used.

(a) Geography of Foods (continued).

(b) Dietaries. (1) Relation of food consumed to individual—food

of child, student, working man, sewing girl; relation of age to diet; daily rations; weekly rations; special diet; effect of climate on food consumed. (2) Planning and cost of meals with reference to proper food principles according to means of average family and locality. Experimental work with individuals if possible, as far as practicable. Practical work in serving meals. (3) Planning menus for one week and one month, considering no waste of material, no monotony, utilizing left-overs, yet keeping a proper food value. One and one-half hours twice a week. Two credits.

Course VI. Prerequisite, Courses III and IV. Miscellaneous books and pamphlets.

(a) Invalid Cookery and Home Nursing. Emergencies, preparation of private home for sick room, baths, bandages, etc.

(b) Home Sanitation and Personal Hygiene. Care of home, drainage, plumbing, heating, lighting, ventilation; care of body, hands, skin, etc. Work of Board of Health. House plans—model kitchen, bath rooms and basement. Study of bacteria—drinking water and ice supplies, dust and its dangers.

(c) Personal and Household Accounts. Let pupil keep her expense for one month; importance of saving; apportioning income; actual account of expenditures; family of three living on fifty dollars per month. Paper: Why Prices Are High.

(d) Chafing Dish Cookery. Demonstration work.

(e) House Plans and Home Decoration. Furnishing rooms and houses for certain sums for various purposes. Drawing house plans, miscellaneous work, subject to change. Trips to dealers. One and one-half hours a week. Two credits.

Course VII. Methods, Practice Teaching and Seminar. Open to qualified students. Includes a study of the work being carried on in the public schools and colleges in various cities. One and one-half hours twice a week. Two credits.

Domestic Economy X. A general and practical course in cooking and sewing, designed to meet the needs of rural school teachers. Special attention is given to school luncheons.

Domestic Art

Course I. One and one-half hours twice a week, two credits. Principle taught: Plain hand sewing, care of the sewing machine, plain dressmaking, comparison of home and factory-made garments.

Class problem: Sewing accessories, making of plain apron and a simple dress of cotton or linen material, some dainty piece of hand work for Christmas work. Two credits.

Course II. Principle taught: Study of paper patterns with consideration to personal lines; home decoration; study of design—wall-paper, rugs, draperies, furniture, etc.; study of materials; simple embroidery.

Class problem: Making of fitted lining, princess slip or combination garment; dress of woollen material; hemstitching and stenciling.
Two credits.

Course III. Principle taught: General review of stitches; hand sewing; personal lines; simplicity of line; sewing machine, care and use; appropriate decoration for underwear; keeping of personal account. Drafting of patterns needed by using the Snow system of cutting for the individual.

Class problem: Hand work—sewing bag and fancy apron; making of three pieces of underwear from drafted patterns. Some time given to Christmas work, using embroidery and other hand work. One and one-half hours twice a week.
Two credits.

Course IV. Principle taught: Renovation and remodeling; drafting of patterns by use of Snow system of cutting; study of cotton and flax. Experiment work in textiles.

Class problem: Making over one garment; making of shirtwaist from drafted pattern; making of wash dress. One and one-half hours a week.
Two credits.

Course V. Principle taught: Study of silk and wool; fitness, cost and combination of different materials; study of color and design, suitable to the individual; tailoring—Snow system of drafting continued.

Class problems: Making of tailored suit or dress. One and one-half hours twice a week.
Two credits.

Course VI. Principle taught: History of dress; millinery; methods in teaching.

Class problems: Making of seasonable hat; graduation gown. One and one-half hours, twice a week.
Two credits.

Course VII. Methods, practice teaching; seminar, for advanced students. A study of work for public school courses.

MUSIC

[MISS ENSLE]

The ability to appreciate music is a valuable element in the qualification of a teacher. Special musical talent is not requisite for teaching, though a rich inheritance for those who possess it, but common ability to sing and to appreciate music is a reasonable requirement of those who are entrusted with the education of the children of a republic.

Those whose early musical education has been wholly neglected until they come to make special preparation for teaching are unfortunate, but they need not despair. Provision is made in this department in Courses I and II for even elementary work, so that the earnest student may make up this deficiency and thus prepare to go forward with the normal courses.

Course I. Notation, dictation exercises, sight singing, ear training, melody writing, major mode, minor mode, chromatics. Two credits.

Course II. Sight reading, ear training, recitation of scales, major, minor and chromatic scales written in all keys, original melodies, study of intervals, chorus. Two credits.

Course III. Sight reading, ear training, beginning harmony, intervals and chords, original melodies, interpretation of songs, musical terms. Two credits.

Course IV. Study of material; biographical study of composers; methods of teaching public school music. Two credits.

Course V. (Made up of Courses I and II.) Sight reading, harmony, ear training, melody writing, interpretation of songs, biographical study of composers, musical terms. Two credits.

Course VI. Methods of teaching; musical history and biograph chorus conducting. Two credits.

Course VII. Methods of teaching; musical history from text; study of material; child voice; chorus conducting. Two credits.

Course VIII. Historical course, including works of the masters; development of opera and oratorio; music forms. Two credits.

Special courses for those desiring to become supervisors of music in the public schools:

Course IX. Musical history (from text); harmony; study of child voice in singing; ear training; study of material; methods of teaching in the primary grades; rote song, scale in all positions on the staff, tone relation, beginning of sight reading, all problems in rhythm and melody, pitch, presentation of sharp four and flat seven.

Course X. Musical history, harmony, chorus, chorus conducting; methods of teaching in the grammar grades: chromatics, development of keys, two-part singing, three-part singing, presentation of minor modes, preparation for bass. Methods of teaching in the high school: four-part singing, bass clef, range of voices; discussions on monotones.

The musical organizations of the school consist of a girls' chorus known as the Treble Clef, a boys' glee club and an orchestra. Each meets twice a week—the Treble Clef on Tuesday and Thursday after-

noons, the Glee Club on Monday and Wednesday. Only those who read music readily are permitted to be members of these organizations. Two credits will be allowed for a semester's work in the Treble Clef or Glee Club.

Students have admission at reduced rates to many musical attractions which come to Ellensburg. Frequent opportunities for public appearances are given the school choruses and orchestra.

Private Instruction

Special instruction in music in the department of Voice and Piano will be given at the following rates:

TUITION PER TERM OF NINE WEEKS

Piano, private lessons, half hour, one lesson per week.....	\$9.00
Voice, private lessons, half hour, one lesson per week.....	9.00
Piano practice, one hour daily, per month.....	1.00

EXPRESSION AND PHYSICAL TRAINING

[MISS HUTCHINSON]

This department is maintained to promote health, correct bearing, grace of movement, and effective expression. It seeks to establish a sufficient physical basis for the capable teacher by teaching the student to live hygienically. It seeks to develop the student's power through effective expression of himself in movement, voice and speech. It would cause each member of the school to become an influential personality through true culture made effective in natural expression.

Expression

This department bases its instruction upon the law "impression precedes expression." It agrees with the pedagogic principle, that growth must be free, and from within outward—by organic change, not by mere accretion.

Course I. Vol. III, Evolution of Expression, Emerson. Reading from the printed page and interpretation of short lyrics. Breathing, voice for tone production. Two credits.

Course II. Vol. IV, Evolution of Expression, Emerson. Interpretation from the printed page and from memory. Story-telling, extemporaneous and impromptu speaking; breathing; tone placing. Two credits.

Course III. Lessons in Vocal Expression, Curry. Interpretation from the printed page. Methods in teaching public school reading. Careful attention paid to ease in voice production. Two credits.

Course IV. Foundations of Expression, Curry. Study of the principles of pedagogy and their application to the teaching of expression. Practice teaching in class, with criticism and suggestion from teacher. Two credits.

Course V. The study and presentation of a drama by the junior class. One credit.

Course VI. The study and presentation of a classic drama by the senior class. One credit.

PHYSICAL EDUCATION

Every student upon entering the school will be examined, measured, and the strength of each group of muscles tested, and a record made of the student's physical development.

This department attempts to promote health and develop strength by means of:

1. Instruction in hygiene, talks on exercise, relaxation, baths (hot, cold, salt, friction, air and sun), ventilation, food and dress.

2. Training in the gymnasium, freehand calisthenics, Swedish free exercises, German gymnastics, fancy steps and marches, folk dances, gymnastic games, playground activities, wand drills, dumb-bell drills, bar-bell drills, Indian clubs, fencing, special correction or remedial exercises.

At intervals, throughout the year, exhibitions of class work are opened to the public.

3. Athletics—basketball, football, baseball, tennis, track work, cross-country walking and running.

The regulation gymnasium costume for women students is a black serge bloomer suit, black stockings and gymnasium slippers. Exact style of suit may be obtained by applying to the school. Corsets or shoes with heels are not permissible.

Course I. Swedish gymnastics, light gymnastics, calisthenics, figure marching, maze running, games, wooden wands and dumb-bells, corrective and remedial exercises, personal hygiene. Two credits.

Course II. German gymnastics, comprising running, tactics and free gymnastics with and without apparatus such as dumb-bells and bar-bells; indoor gymnastic games; special health talks.

Two credits.

Course III. Swedish gymnastics, light apparatus, plays and games, public school methods, personal and school hygiene. Two credits.

Course IV. Calisthenics, rhythmical work, aesthetic dancing, games, Indian clubs, special discussions. One credit.

Course V. Freehand work, school desk exercises, playground activities, folk dancing, advanced drills in dumb-bells and Indian clubs. The work in methods includes discussion and application to the periods of childhood, adolescence and maturity, the value of play and games, the sources, symptoms, and treatment of conditions which can be corrected by exercise and diet. Practical teaching.

Course VI. Aesthetic and folk dancing. Two credits.

Course VII. Free gymnastics, tactics, light and heavy apparatus work. Two credits.

Private Instruction

Eighteen (one-half hour per week) lessons.....	\$18.00
Thirty-six (two and one-half hours per week) lessons.....	31.50
Less than eighteen lessons, per lesson.....	1.25

All tuition payable in advance.

Private lessons lost through the absence of the pupil will be made up when the teacher is notified the day previous.

MATHEMATICS

[PROFESSOR MORGAN]

The course in mathematics comprises arithmetic (oral and written), bookkeeping, mensuration of planes and solids, algebra, geometry (plane, solid and conic sections), plane trigonometry, and methods.

Algebra

Course I. This course embraces the fundamentals, factoring, G. C. D., L. C. M., fractions and simple equations.

The equation is recognized as an instrument of mathematical investigation, and hence special attention is given to its logical development, and its use in the solution of practical problems. The fundamentals, factoring, and reduction of fractions are treated as necessary aids or tools for the solution of the equation, and hence considerable drill work is done in these processes looking to skill in manipulation. The G. C. D. and the L. C. M. are found through factoring whenever practicable, the Euclidian method being the last resort. Enough work is done in graphics to make clearer the meaning of simultaneous equations. Five credits.

Course II. This course embraces some review of Course I, and in addition a study of involution, evolution, theory of exponents, radical quantities, the solution of simple quadratic equations by factoring and the application of the equation in the solution of many practical problems. Five credits.

Course III. This course embraces needed reviews of preceding courses, the study of the theory of exponents, quadratic equations, evolution of binomial surds, ratio, proportion, series, inequalities, imaginary quantities, indeterminate equations, interpretation of negative results, zero and infinity, logarithms, permutations and combinations, the binomial theorem, and the application of the equation to the solution of problems in physics.

Course IV. (a) Bookkeeping. This course is designed to meet the needs of students in the departments of domestic economy and of manual training, including letter writing, orders, and other business forms and housekeeping or artisan accounts. Two credits.

Course IV. (b) This is a double entry course in bookkeeping. The day book, cash book, journal, ledger and petit ledger (bill file) are used. Some attention is given to the writing of business letters, promissory notes, checks, etc., and commercial arithmetic.

Two credits.

Arithmetic

Course V. Elementary Course. The object of this course is not so much for the logic of the subject as for the practicability of it. It embraces the study of the most essential portions of arithmetic—those topics which should be taught in the grades below the high school. The aim is to emphasize the essentials from the practical standpoint, to make the student thorough in the understanding of the topics he must teach. Method is incidental in this course. Five credits.

Course VI. Advanced Course. Having a working knowledge of arithmetic and a knowledge of elementary algebra and plane geometry, the students are now in a position to appreciate a more comprehensive view of arithmetic, to appreciate to some extent the study of the underlying principles in connection with all processes, to see the relation of each new process to those already studied, to clearly distinguish between arithmetic as a science and arithmetic as an art, to discern that the applied science always deals with the concrete, and to recognize the importance of clearly distinguishing between the concrete unit and the number, to recognize and group the analytic, and the synthetic processes, and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic which arises in connection with commercial life or in the laboratory is kept in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis. Two credits.

Course VII. Method. In the method work the origin of number is discussed with the view of determining the correct method of procedure. The Abstract, the Grube, the Speer, the Spiral and the Ra-

tional (Dewey) methods are each considered incidentally and the students are so guided by question, suggestion and observation as to cause them to reach conclusions for themselves. The aim is that they shall grasp the principles and work out, as much as possible, their own devices. The order of presentation of subjects is discussed; whether the step should be analytic or synthetic; the use and extent of objective work; the unit in its variations, discovering the importance of a clear conception of it at the beginning of every kind of measurement; methods of representing numbers; explanations of the fundamentals, their relations, contractions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objective representations of fractions, their relation to integers, and the reason for the rules in their treatment; percentage, its relation to common and decimal fractions, nothing new—only a different unit of reference; evolution from the algebraic standpoint, the method of evolving being discovered from that of involving. Two credits.

Geometry

Course VIII. This course includes the study of lines, angles, triangles, quadrilaterals and circles, including constructions and loci.

The work in geometry is intended to develop the ability to reason correctly and logically, hence stress is placed upon concise, comprehensive and accurate definitions, and concise statement of axioms, upon which so much depends in the early demonstrations. The aim is to omit no essentials, but all non-essentials. Where previous proof is involved, the student is required to state the principle upon which his proof depends instead of the conventional "by previous proposition." The work is so directed as to prevent the relying upon memory where theorems demonstrated by an author are under consideration. Much of the work consists of independent exercises, theorems, constructions and consideration of loci. The method of attack is not overlooked in connection with construction and original demonstrations. The practical side of geometry is ever kept in view. Five credits.

Course IX. This course embraces needed reviews of Course VIII, generally accomplished incidentally, and in addition the study of proportion, proportional lines, similar polygons, the comparison and measurement of similar polygons, regular polygons, circles, and the development of the ratio of the diameter to the circumference.

Three credits.

Solid Geometry

Course X. This course includes the study of lines, planes, polyhedrons, the three round bodies, the ellipse, the hyperbola and the parabola.

The aim is to so present the subject that the student will recognize the same principles he has met in plane geometry, in a somewhat different field of application. Four credits.

Mensuration

Course XI. This course deals with the mensuration of planes and solids in a concrete way. It includes the study of rectangles, parallelograms, triangles, circles, cylinders, cones, prisms, pyramids and spheres. Circles are related to triangles; triangles, to parallelograms; parallelograms, to rectangles; cylinders, to prisms; cones, to cylinders and pyramids; pyramids, to prisms; the surface of spheres, to circles and their contents to pyramids. (This course is required as a half-substitute for solid geometry when that subject is omitted.) Two credits.

Trigonometry

Course XII. This is a course in plane trigonometry and is designed to give the student a more extended or different viewpoint in the treatment of triangles. The practical application is kept in view. Two credits.

Senior Mathematics

Course XIII. The work in this year consists of a study of the history and development of arithmetic, algebra and geometry, their relation, their essentials, their justification in a course of study, their relative importance in it, and something of the method of presenting each. Two credits.

PARLIAMENTARY LAW

Course I. This course includes the study of the fundamentals of parliamentary law covering the organization of meetings, the duties of officers, and committees, classification of motions and their modifications, with a portion of an hour once each week for practice in general assembly. Two credits.

PHYSICS AND CHEMISTRY

[PROFESSOR MEHNER]

The facts and principles of physics and chemistry are in such intimate relation to our daily experiences as to be prerequisite in the training of a teacher. A greater appreciation of the working of nature is gained; a better understanding of the processes dictated by our industrial and economic development is obtained; light is thrown upon related arts and sciences and a habit of closer observation in their study is inculcated.

New chemistry and physics laboratories have been installed and equipped so as to render the experimental work very profitable. There

are individual lockers with drain sinks available to every student. Each desk is supplied with water and gas.

The library, to which the student has constant access, is liberally supplied with books and magazines of a scientific character.

The work in physics and chemistry consists of laboratory exercises, lecture demonstration work, and class discussions, the aim being to cultivate power of observation, independence of thought, and the spirit of scientific inquiry into the phenomena of nature and into man's inventions.

Course I. Elementary Physics.

(a) Mechanics of solids: Motion and velocity, Newton's laws of motion, gravitation, laws of falling bodies, curvilinear motion, work and energy, machines. Mechanics of fluids: Molecular phenomena in liquids, pressure in fluids, density and specific gravity, pressure of the atmosphere, instruments depending upon pressure of the air. One quarter.

(b) Heat: Heat and temperature, the thermometer, expansion, measurement of heat, change of state, transmission of heat, heat and work. One quarter. Four credits.

Course II. Physics.

(a) Review of Course I.

(b) Methods of instruction of elementary physical science in the elementary schools; the design and manufacture of simple apparatus. (a) and (b), one quarter.

(c) Electricity: Magnets and magnetic action, nature of magnetism, the magnetic field, terrestrial magnetism, electrification, electrostatic induction, electrical distribution, electric potential and capacity, electrical machines, experiments with electrical machines, atmospheric electricity, electric currents, electrical quantities, electro-magnetic induction, dynamo-electric machines, the electric light, the telegraph, the telephone, the X-ray and other rays, recent developments in electricity. One quarter. Four credits.

Course III. Physics.

(a) Sound: Wave motion, sound and its transmission, velocity of sound, reflection and refraction of sound, forced and sympathetic vibrations, intensity and loudness, interference and beats, pitch, vibration of strings, overtones and harmonic partials, vibration of air in pipes, quality of sound, harmony and discord, vibrating rods, plates and bells, graphic and optical methods of studying sound wave motion. One quarter.

(b) Light: Nature and propagation of light, photometry, reflection of light, refraction of light, lenses, dispersion, color, interference and diffraction, optical instruments. One quarter. Four credits.

Course IV. Elementary Chemistry.

(a) Descriptive Chemistry: The common non-metallic elements, their properties, methods of preparation, natural occurrence, and commercial uses; the common compounds of these elements, their properties, methods of manufacture or natural formation, and commercial uses; the study of the mechanism of chemical reactions and their expressions in symbolic form; stereochemistry. One quarter.

(b) Descriptive chemistry and elements of quantitative analysis. The common metallic elements, their occurrence, properties, methods of preparation, commercial uses and chemical separation and detection; the compounds of these elements, their properties, methods of preparation or natural occurrence and commercial uses. One quarter.

Five credits.

Course V. Chemistry. A course designed to assist the student to a better understanding of subjects presented in courses in biology, agriculture, domestic science, etc. The chemistry of soils, combustion, general domestic cleansing processes, sewage, life processes of nutrition, etc., will be considered in an elementary way.

Two and one-half credits.

GEOGRAPHY, GEOLOGY AND ASTRONOMY

[PROFESSOR MEHNER]

Geography is the central subject of the earth studies; physiography, geology, mineralogy and astronomy are studied more particularly in their relation to geography.

For the study of these subjects the geographical laboratory is equipped with E. E. Howell's large relief map of the United States on section of a globe 16½ feet in diameter; Jones' model of the earth; Andrews' Lunar Tellurian; a set of Rand, McNally & Co.'s physical maps, together with other globes and maps; a set of the U. S. Geological Survey folios, topographic maps, and other publications; collection of minerals, rocks, and fossils; a stereopticon for use in the laboratory and assembly hall; a 50-inch telescope with 3-inch aperture; and other apparatus suitable for individual observation and work. The library is well supplied with reference books, and the best geographical and scientific magazines. Government maps and reports are received regularly and are used in connection with other references throughout the courses. The use of pictures and other illustrative material is emphasized.

Course I or II. Geography and Method. A brief course in general descriptive and commercial geography based upon previous studies in science and history. The great importance of topography, soil, and climate in determining the commercial importance of different coun-

tries is emphasized, and in connection with climate the meteorological conditions affecting climate are studied.

Some time is given to the discussion of the occurrence and distribution of different products in the United States, and the growth of manufacturing, which is placing the United States among the first commercial nations of the world.

Specific instruction in methods of teaching geography is given in this course, and this is supplemented by observation and work in the training school. The order of the presentation of the subject to the children, and the arrangement of the subject-matter are worked out in order that the class may learn the best means for sustaining the interest in, and broadening the scope of the subjects. Four credits.

This course is concluded by the preparation and reading of a geographical type study by each member of the class. The subjects are so selected, that, in so far as is possible, the student is at least somewhat familiar with her type study from personal observation, and, inasmuch as many have lived in parts of the country remote from Washington, the presentation of these original type studies to the class, at the end of the course, is of a peculiarly interesting nature.

Course III. Physiography.

1. The Earth as a Planet. A brief experimental study of the principles of mathematical geography, especially in their relations to human activities.

2. The Crust of the Earth. A brief study is made of the rocks and minerals composing the earth's crust, in their relation to surface features, and effects on land forms.

3. Land Forms. The different land forms are classified according to their origin and stage of development. The United States contour maps of typical areas are studied to illustrate the effects of different erosive agencies on primary land forms. In review the physiographic divisions of the United States are studied from maps and models, and their relation to the development and growth of the country is worked out.

4. The Atmosphere. A study of elementary meteorology. Weather records are kept throughout the term. The temperature, moisture, and pressure conditions of the air are noted in relation to climatic changes. Exercises on the construction and use of weather maps are a part of the work.

5. The Ocean. The distribution and movements of the waters of the ocean, and their effect on climatic conditions and life.

6. Life. General distribution of life and the climatic and topographic control of the same is studied. Five credits.

Course IV. Geology. This course includes not only the study of the earth as it appears today, but also the study of those forces which

have shaped and are now shaping its surface. The physical and chemical characteristics of the common minerals, especially those of economic importance, are noted in the class. The rocks are classified according to their origin, mineral composition, and structure, and the student becomes familiar with the different rocks by comparing unknown specimens with the larger cabinet specimens. The geological and geographical distribution of the more important groups of rocks is noted.

Geological changes now in progress are observed; the forces producing the changes and the laws of their operation are considered; the progress of continental and organic development during geologic time, as shown by the distribution of rocks and fossil remains in the crust, is studied as fully as time will permit. Special attention is given to the geological history of our continent and our own state.

Three credits.

Course V. Astronomy. This course in general descriptive astronomy includes a study by observation of the motion of the bodies belonging to the solar system; also the geography of the heavens and observation of nebulae, double stars, and groups which may be observed with a small telescope.

The theories and laws concerning the position and motion of these bodies are then studied, and all facts bearing on the nebular and planetesimal hypotheses are noted and applied in explanation of these theories.

While the course is not one in mathematical astronomy, the methods by which some of the measurements are made are explained and worked out.

Three credits.

BIOLOGICAL SCIENCES

[DR. MUNSON]

This department is of such importance in its relation to education that it deserves ample provision in a normal school. The subjects included here have a prominent place in these courses. A laboratory and a classroom have been furnished and equipped to provide opportunity and means for doing valuable work in this line.

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. Ample opportunity is provided for dissection and microscopic work, the laboratory being equipped with good compound microscopes and dissecting microscopes, microtomes, paraffine baths, reagents, stains, microscopic slides, moist chambers, and the glassware and other appliances usually belonging to such laboratories.

Course I. Botany.

(a) Descriptive botany is intended as a general introduction to the systematic study of flowering plants. It aims to make the pupil familiar with the language of systematic botany, to develop some skill in manipulation, and systematic habits of observation of specimens illustrating the more important characters on which classification is based. Leavitt's Outlines of Botany is used.

(b) In systematic botany the student is made familiar with the analytical key and with the proper use of a manual and textbook of systematic botany as an aid to independent work in teaching. It is thought that the ability to use properly such a book of reference as Gray's textbook and manual is indispensable to a teacher who must necessarily be able to answer many questions which authorities alone can solve. Ecology is studied with Coulter's Plant Relations as a guide.

An herbarium of twenty-five flowering plants, analyzed, neatly pressed and mounted, is required in this course. Four credits.

Course II. Zoology.

(a) In this course of systematic zoology it is the aim to make the student familiar by actual dissection and study of types with all the classes and the principal orders of animals. Considerable attention is given to classification.

(b) Comparative Morphology and Physiology of Animals is an introduction to the systematic study of animals. The aim is to show the morphological and physiological relationships of animal organs and organisms, and to give a general view of the morphological characters underlying systematic zoology. Some attention is given to economic entomology. Three credits.

Course III. Nature Study and Agriculture.

Laboratory work, field work and readings.

Scientific methods are used in the study of the familiar things of the farm. The course is intended especially for those students who are candidates for the elementary certificate. The student is expected to acquire such a habit of looking at things as will make him able to manipulate, to judge, to know and to appreciate things not only for their money value, but for their scientific, moral, educational and intrinsic value.

(a) The first half of this course consists of a careful study of Bailey's "Principles of Agriculture."

(b) The second half of the semester is devoted to a school garden, with laboratory experiments on germination, and an examination of soils. Fungi and parasitic insects are studied. The bean and the apple tree receive considerable attention in connection with Part II

of Munson's "Education Through Nature," giving the student an idea of methods of study, and a simple method of teaching the subject.

Five credits.

Course IV. Cellular Biology. Lectures, laboratory work and general reading.

(a) **The Morphology and Physiology of the Cell** is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living, unicellular forms. Some idea of histological, cytological and embryological methods is gained, and a practical study of bacteria is made.

The cell is considered to be the ultimate basis of life, and the various problems of protoplasmic organization and isotropism, of heredity, reproduction, environment, and the various important theories existing as to these are discussed. Familiarity with biological literature is sought, and the relation of biological theories, as held by leading biologists, to important questions of education is pointed out.

(b) General Biology of Plants.

After unicellular organisms, such as infusoria, and unicellular fungi and algae, the lower cell aggregates are studied in the order of their complexity—fungi, algi, moss, fern, and a flowering plant, with special emphasis on the fern. The course is intended to vitalize the whole subject of biological study, and to open the eye and mind of the student to the relationship of the biological sciences, and to the vast domains of knowledge yet unexplored by him.

Four credits.

Course V. Neurology.

(a) **Comparative Morphology and Physiology of the Nervous System.** By dissection of the lower forms of animals, such as the clam, earthworm, crawfish, insect, frog, the development of the nervous system from the hydra to the cat is observed in its increasing complexity and centralization in the head; and this is supplemented by examination of permanent microscopic preparations with which the laboratory is well supplied. This course is intended as a preparation for the study of psychology. Special attention is given to the subject of localization of cerebral functions, and the experiments on which that doctrine is based. The various areas of the brain and spinal cord, so far as these have been determined, are located; paralytic effects of lesion, drugs, etc., are studied; reflex action and the physiological basis of habit are considered; and various experiments to test the functions and relative acuteness of the various sense organs are made, together with a histological study of the structure and development of the central nervous system, peripheral nervous system and sense organs.

Two credits.



Rural School Observation Class.

(b) **Physiology of the Sense Organs.** Special attention is given to the eye and the ear. Slides and models are studied, and McKendrick & Snodgrass on Physiology of the Senses is used as text.

Two credits.

Course VI. School Sanitation and Methods.

(a) The nature study method is taught by the study of a concrete object in which the natural steps in the study of an object are shown and actually taken. Reading and discussions of a book on nature study method will occupy part of the time in this work. A written test on Part I of Education through Nature is required. Each member of the class is expected to make a careful study of a bird and to present a written account of his observations at the end of the year.

(b) The subject of personal and school sanitation is based on general physiology. In connection with the structure and function of the various organs of the body, pathological and abnormal conditions are considered in connection with the usual causes of disorder. The germ theory of disease is discussed in connection with the study of bacteria, fermentation, and putrefaction. Poisons, antidotes, disinfectants, transmission of contagious diseases, lighting, ventilation, and general schoolhouse construction, are subjects discussed.

Two credits.

Course VII. Temperance and Humane Education.

Two credits.

Course VIII. General Nature Study. This course is intended especially for juniors and deals with those subjects that are commonly considered in work of city school grades. Students are encouraged to suggest, arrange, and test simple experiments to illustrate and explain simple nature study problems.

Two credits.

Course IX. Advanced Human Physiology—Elective.

Seniors who have had the regular courses in botany, zoology, general biology and sanitation are offered an advanced course in human physiology during the second semester of the senior year. The course deals primarily with the physiology of the brain and sense organs; physiology of digestion, circulation, and respiration, with lectures on comparative anatomy of corresponding organs in lower forms of animals and the more fundamental physiological processes in plants.

Two credits.

Course X. Histology and Microscopic Technique—Elective.

Students who have completed the required courses in this department or special students wishing to become proficient in the use of the microscope, may by special arrangement pursue a course of one year in the study of bacteriology, cytology, and histology under the direction of the head of this department.

Course XI. Philosophical Biology—Elective.

A general culture course in the literature of science with special reference to anthropology, consisting of reading and discussion with occasional lectures on evolution, heredity, breeding and general plant and animal ecology. Familiarity with the life and work of such pioneers of evolution as Darwin, Huxley, Tyndall, Herbert Spencer, Haeckel and Agassiz, and the theories of life and development which such prominent thinkers have advocated will form the main subject-matter of this course. Evolution is not taught dogmatically. It is studied impartially as any other theory or hypothesis is studied by the scientific student.

Course XII. Marine Biology—Elective.

The Washington State Normal School at Ellensburg is now associated with the State University and the State College in maintaining the Puget Sound Marine Station at Friday Harbor, where representatives of the faculties of the higher institutions of the state, including the head of this department, will be engaged as teachers. Excellent opportunities can there be had for all lines of biological work, including original investigation. Credits are given on the regular courses in the Normal School for work done there.

SOCIOLOGY AND ECONOMICS

[DR. MUNSON]

Course I. Sociology and Economics.

(a) **Sociology** is based on the sociology of Small and Vincent. Nothing more is attempted than to give the student some idea of society as a growing organism, and the methods to be pursued in the study of a concrete aggregation of human beings. The student is encouraged to examine the various social groups to discover, if possible, the laws of social development, the factors involved in normal social evolution, the gradual specialization of the primitive group, and the mutual interdependence of the social organs thus evolved.

One and one-half credits.

(b) **Economics** follows sociology, and an equal amount of time is given to it. No attempt is made to settle economic questions. A free discussion of both sides of these questions is permitted; and the relation of economic activities to questions of ethics is constantly kept in view. Ely's Economics is used as a basis for the class work.

From the following list of questions, each student is allowed to select the topic in which he is especially interested for future study, using all the resources of the library. The results are then presented to the class for further discussion. One and one-half credits.

PSYCHOLOGY AND EDUCATION

[PRINCIPAL WILSON, PROFESSOR KLEMME, MISS GRUPE]

Education as an art requires in the teacher scientific insight as well as practical foresight, proper aims, and worthy ideals.

Scientific insight may arise in the teacher's consciousness out of her experiences without instruction or reading, but some systematic study of at least four departments of science is necessary in the education of the educator. There are guiding principles, essential to independent teachers and supervisors, which must be derived from studies in biology, in sociology, and in psychology; and ethical inquiries may not be left to people of leisure if manly men and womanly women are to come, by and by, from our schools and homes.

Biology is a prominent subject at the threshold of all logically constructed normal training courses. How do living things grow and attain their designed perfection and capabilities? Biology must answer.

Sociology reveals the value to the individual of sociological relations and what a man really is as a responsible member of society. It has too limited a place in these courses. So, too, as to ethics.

Psychology, though no more essential than the other three bases of educational science, seems to be linked more intimately with educational theory and practice; so here education and psychology are joined and studied together or alternately as follows:

Course I. Introductory. This course is designed to bring before the student the education of children as a concrete and practical problem. It is based (1) upon the observational study of children in school, at play and wherever they may be approached; (2) upon the observation of school work in the grades from the kindergarten to the high school; (3) upon a moderate range of reading suited to introduce the student to "the fine art of educating children."

This introductory course aims to teach the student how to become an intelligent, skillful, reliable teacher by acquiring insight and self-dependence. It embraces:

(a) A course in observational study and discussion of schools and school activities with opportunities for seeing and studying schools in operation.

(b) A course in child study. This includes the facts of child life—the natural and acquired reactions, individual peculiarities, and disposition—and methods of successful training and guidance of children. Reading from the best writers on child life and child culture will supplement this direct study of children. Four credits.

Course II. Psychology. A general inductive course based upon Course I and biological science Courses IV and V.

This subject includes a survey of the problems of psychology with such application to the principles of teaching as can be made. Illustrations and applications are mentioned and the principles of psychology underlying them are discussed. A theme is assigned upon which a considerable amount of study and reading is required. Supplementary library readings are assigned and discussed from recent and standard writers on the subject. Four credits.

Course III. Practical Pedagogy—General. A study of the art of school teaching, embracing school organization and management, the government of children, the elementary course, and principles of method. Three credits.

Course IV. Psychology—Experimental and Physiological. In this course psychology is studied from the physiological standpoint, with experiments. Preparation for this work has been made in previous courses in biology and neurology. The purpose in view is to find the scientific basis of a sound and really practical education. Two credits.

Course V. Practical Pedagogy—Special. Rural School Teaching. The equipment, organization, management and government of rural schools. Courses and methods of teaching that may render rural school instruction more effective and school life richer and more enjoyable. Three credits.

Course VI. Psychology Applied to Education. A study of the art of thinking and the principles of conduct; the learning process and the teaching process. Two credits.

Course VII. School administration and general supervision. Two credits.

Course VIII. Philosophy and History of Education. Evolution and progress to the beginning of the nineteenth century. Three credits.

Course IX. Recent progress and present-day institutions, methods and problems. Three credits.

Course X. Special method, conference, and criticism. Two credits.

Course XI. Plays and Games. Play activity as related to growth, health, education, ethical and social culture. School playgrounds—location, extent, equipment, use, supervision; the teacher on the playground. Games and their adaptation. Two credits.

KINDERGARTEN TRAINING COURSE

[MISS MEISNER]

A two years' course is provided for students who wish to fit themselves to be kindergartners. The entrance requirements are the same as for those who take an advanced course. This work includes much of the junior and senior work of the complete course, together with such studies as have direct bearing upon intelligent and skillful teaching of little children. About twenty-two credits of kindergarten theory and fifteen of kindergarten practice must be substitute for other work to make up the kindergarten course. Any student regularly admitted to any advanced course may, by adding the above kindergarten credits to the full junior or senior work of any course, obtain a regular diploma and also a kindergarten certificate. If the student plans for this during the whole course by choosing electives from the kindergarten work, she may earn both diplomas in two and a half years.

Course I. Introductory Course. Based at first on the student's own childhood reminiscences and on reports of the undirected activities of little children when alone and in groups. Later, readings on the meaning of play, imitation, etc. This course is designed to lead to an appreciation of child nature and an interpretation of its activities and traits. In this way it will lay a foundation for the following courses on the means best suited to the child's development.

Junior, one and one-half credits.

Course II. Mother Play. Study of the first lessons in Froebel's Mother Play. Broad consideration of the principles involved. Frequent writing of abstracts on the commentaries and the questions called up by them. To acquaint students with Froebel's philosophy and to stimulate them to a thoughtful consideration of the far-reaching effect of the various influences of the child's environment.

Junior, one credit.

Course III. Mother Play. Continued study of Froebel's Mother Play and of commentaries upon Froebel's work.

Junior, one credit.

Course IV. Mother Play. Study of the remaining Mother Play lessons. Wide illustration of principles from experiences of everyday life. Relation of these principles to kindergarten and general educational practice. Frequent writing of abstracts.

Senior, two credits.

Course V. Handwork.

1. Work with nature materials.
2. Working out problems in paper tearing, free cutting, designing with papers, folding, interlacing, perforating and paper construction.

3. Clay modeling.

4. Graded series of sewing on cardboard, felt, burlap, tilo matting, etc.

5. Weaving series, free-weaving, mat work, weaving of rugs, hammocks, bags, doll caps, sweaters, etc.

Course VI. Handwork, Methods, Correlation. Twine work. Knots applied to the making of doll-house portieres, making of bags, etc. Braiding, twining, braiding and twining combined, netting. While most of the work is simple and suitable for use in the kindergarten grades, some of it is more difficult in order that the student may develop skill of hand and learn the possibilities of various occupation materials.

Junior, one credit.

Course VII. Gifts. Theory and Practice. Study of the first six gifts. Observation of their use by children during free play. Study of the educational purpose of the gifts. Giving of gift lessons to students and children.

Junior, two credits.

Course VIII. Gifts. Study of the surface and linear gifts and the point. Their purpose as devised by Froebel. Their value from modern standpoint. Giving of gift lessons to students and children.

Senior, two credits.

Course IX. Literature for Children. Function of the story in interpreting life for the child, etc. Study of nursery rhymes, simple accumulative tales, fairy tales of modern people. Scandinavian, German, English, Hindoo, Indian, etc., fables, myths, realistic stories, hero tales. Study of verse for children, especially Stevenson, Christina Rossetti, Field, Riley, Sherman. Revising stories. Telling stories to classes in the kindergarten and grades. What and how to dramatize. Making out a classified bibliography of best children's stories.

Junior, two credits.

Course X. Music. Study of method of teaching songs to little children and of various means of developing the child's feeling for music.

Junior, one-half credit.

Course XI. Games. Weekly game day for all kindergarten students. For developing freedom of movement, enjoyment of games and to give the students a knowledge of many games, traditional and others.

Junior, one credit.

Course XII. Plays and Games. A more detailed study of play than in Course I. First hand study of children's play both in kindergarten and out. The individualistic character of babies' plays; the first attempts at group plays and games; readings from Groos, Gullick, Johnson and others; games suitable for kindergarten and primary children; conducting game circle.

Course XIII. Education of Man. Careful study of the first part of the book as revealing Froebel's philosophy of life. Study of the kindergarten in the light of Froebel's philosophy; how it embodies these philosophic principles. Senior, two credits.

Course XIV. Program Study. Modern educational ideals; function of the kindergarten in the educational system; suitable subject-matter; writing of lesson plans and yearly outlines. Senior, two credits.

Teaching. During the Junior year, one quarter's teaching is required in the kindergarten and in a primary grade, respectively. Senior. One quarter (five credits) in a primary grade, two quarters (ten credits) in the kindergarten.

Course XV. The Kindergarten Movement. Study of the development of the kindergarten education principles before Froebel's time. Their perfection by Froebel. Historical development of the kindergarten. Its present status in America and abroad.

Senior, one credit.

THE TRAINING SCHOOL

To provide opportunities for studying actual school work and for practice in teaching a school embracing ten grades and a kindergarten is conducted in connection with the Normal School. It is a part of the public school system of Ellensburg directly under the charge of the city superintendent. Here the students in the Normal School first study school teaching in its several parts by observing the work of proficient teachers and then take two successive courses in practice teaching in a regular public school system.

The Training School building, constructed in 1908, was designed to provide suitable accommodations for this particular work; it is suitably equipped and sanitary.

THE TRAINING SCHOOL CORPS, 1911-1912.

James W. Nesbit, Superintendent. Mr. Nesbit is also teacher and supervises the teaching of history.

Jennie E. Housley, Supervisor of the High School and Grammar Department.

Ruth C. Hoffman, Supervisor of the Primary Department.

Clara Meisner, Director of the Kindergarten.

Edith Hope Ringer, Observation Teacher, Third and Fourth Grades.

Helen Parkhurst, Observation Teacher, First and Second Grades.

James A. Dallas, Managing Principal.

Frances Smith, Assistant.

At the beginning of the school year of 1912-13, Miss Mary A. Grupe will become supervisor of the advanced grades and Miss Antoinette Sabelwitz, observation teacher of the first and second grades.

STUDENTS 1911-1912

Senior Class

Graduated February 9, 1912

Carroll, Ruth Carolyn, Ellensburg.
Chase, Mrs. May Barbo, Bellingham.
McKinstry, Delocia, Ellensburg.

Graduated June 19, 1912

Allard, Emma Marie, White Bluffs.
Bartholet, Ruth Pauline, Ellensburg.
Bloom, Lela Elma, Cove, Ore.
Core, Susie Pearl, Outlook.
Cramblitt, DeFore, Puyallup.
Crozier, Louis, Ellensburg.
Forbes, Cora Oliva, Puyallup.
Garvey, Lilly Olive, Ellensburg.
Gleason, Myrtle Estella, Central Point, Ore.
Hawes, Marguerite Louise, Lakeview.
Henry, Edythe, Tumwater.
Heraty, Mary, Ellensburg.
Hill, Athel Gertrude, Puyallup.
Hinckley, Anna Mary, 3119 So. Ninth St., Tacoma.
Hodges, Jo Evelyn, Kent.
Jones, Eva Gaynor, Redmond, Ore.
Lizee, Eda G., North Yakima.
Marshall, Josephine William, Puyallup.
Munson, Eva Emeline, 3101 So. Eighth St., Tacoma.
Murphy, Ida V., Weiser, Idaho.
Palmer, Clarice Louise, Ellensburg.
Pratt, Isabel Stuart, 5407 So. Alder St., Tacoma.
Rehmke, Annette Detmerring, Port Orchard.
Reid, Mary Helen, 5441 So. Union Ave., Tacoma.
Robinson, Earl Chester, Ellensburg.
Rust, Mary Agnes, Portland, Ore.
Selle, Otto Ferdinand, Clay City.
Smith, Lillian Adam, Lester.
Stakemiller, Eunice G., Port Angeles.
Stewart, Harriett Mae, Outlook.

Wagness, Stella, Stanwood.
Williams, Glow Katherine, Outlook.
Wirth, Iris May, Ellensburg.

Course Not Completed

Altice, Belma, Ellensburg.
Brown, Mollie Blanche, North Yakima.
Carpenter, Gwendoline, Portland, Ore.
Dull, Erma Lucile, North Yakima.
Fowler, Sophia, Bickleton.
Kunkel, Harriet, Kent.
Miller, Margaret, Ellensburg.
Mohler, Marguerite Pauline, North Yakima.
Noble, Grace, Ellensburg.
Oertli, Mattie, North Yakima.
Pearson, Elsa, New Plymouth, Idaho.
Scott, Bernice Evangeline, North Yakima.
Selden, Adeline Moltke.

Junior Class.

Allen, Beatrice Laura, Port Angeles.
Ames, Helen Houghton, Ellensburg.
Anderson, Birdie V., Sumner.
Auld, Grace Luella, Granger.
Baker, Frank Roland, Ellensburg.
Baldwin, Elizabeth, Ellensburg.
Baldwin, Mabel, Ellensburg.
Ballinger, Clyde, Parkland.
Bennett, Carlotta Antha, Box 105, Seattle.
Berard, Genie Anna, 707 No. First St., North Yakima.
Blake, Maude A., Camas.
Bonell, Frances, Sumner.
Bowers, Bernice, Walla Walla.
Burge, Anna L., 215 Fourth Ave., North Yakima.
Calhoun, Ethel Marion, Kent.
Campbell, Vera L., Wapato.
Carrithers, Lillie, Centralia.
Chase, Fannie Eva, Prosser.
Chiles, Edna, Ellensburg.
Coffey, Valera, Ellensburg.
Conner, Bessie Theresa, 1414 E. Spring St., Seattle.
Corbett, Florence M., Huntsville.
Crain, Leota, 946½ So. D St., Tacoma.
Crim, Margaret, Ellensburg.
Currie, Jessie Isabel, Ellensburg.

Cutright, Prudence, Sunnyside.
Danaher, Catherine Frances, Walla Walla.
Dennis, Verna Clare, Centralia.
Easterday, Virginia, 3504 No. Adams St., Tacoma.
Eaton, Edith Margaret, Granger.
Farrell, Gertrude E., Camas.
Fudge, Ethel, Huntsville.
Gibson, Rotha, Ellensburg.
Glenn, Nancy Elvira, 3812 No. Thirty-ninth St., Tacoma.
Grant, Valma C., Grandview.
Gregg, Idesta Fidelia, Clarkeston.
Gross, Luella, North Yakima.
Gunderson, Effie, Puyallup.
Gustaveson, Ida Elizabeth, 1118 So. M St., Tacoma.
Gwin, Byrl Newton, Oakville.
Hall, Grace Ida, 316 No. Second Ave., North Yakima.
Hammond, Carrie, 1403 So. Ainsworth Ave., Tacoma.
Hawkes, Irene, Buckley.
Hawthorne, W. B., Mabton.
Hedger, Zillah Rush, 901 Montgomery St., Spokane.
Hollinshead, Marion, 2157 North Sixty-fourth St., Seattle.
Holtine, Linda Adeline, 3203 West Sixtieth St., Seattle.
Hoover, Angie, Sunnyside.
Hunt, Helen, R. F. D. 3, Box 181, North Yakima.
Inglis, Nora Blanche, Enumclaw.
Jones, Margaret E., Roslyn.
Konkle, Beth, 808 North I St., Tacoma.
Kraus, Minnie L., 2807 Thirty-third Ave. South, Seattle.
Lyon, Rosanna C., 322½ West Yakima Ave., North Yakima.
Mackeller, Ella, Seattle.
Makley, Blanche Mildred, Elma.
Markham, Nellie Marjorie, Centralia.
Martin, Edith L., 4231 Fifteenth Ave. Northeast, Seattle.
Maxwell, Rose, Sunnyside.
McAfee, Ella, Ellensburg.
McMillan, Violet, 2041 West Sixty-fourth St., Seattle.
Middleton, Cora A., Sunnyside.
Neufang, Flaura May, Auburn.
Nichols, John S., Kittitas.
Petersen, Dora, 3526 Broadway, Everett.
Pierson, Ida Marie, Manzanita.
Price, Ethel M., Outlook.
Prickett, Phoebe E., Outlook.
Remick, Alice Catherine, 3924 North Thirty-second St., Tacoma.
Ritchie, Mary Ellen, Palmer.

Roberts, Helen, 1006 Division Ave., Tacoma.
Russell, Fannie Laura, Tacoma.
Rutt, Blanche M., 512 Fairbanks Ave., North Yakima.
Schnebly, Edith Helen, Ellensburg.
Shuman, Jennie, R. F. D. 2, North Yakima.
Simpson, Elaine E., North Yakima.
Slaudt, Jeannette, 2012 South K St., Tacoma.
Smith, Clarissa Robbins, Grandview.
Smith, Elizabeth Harding, Grandview.
Smith, Ralph A., Auburn.
Snowden, James M., Ellensburg.
Stahlhut, Rosa Lee, Sunnyside.
Stone, Laurel Grace, Portage.
Stoltz, Louis Rudolph, Ellensburg.
Thomas, Urba S., Grandview.
Van House, Kenneth J., Burton.
Volnagel, Bertha A., 1620 Eighth Ave., Seattle.
Whitaker, Bertha, Puyallup.
White, Mabel M., Everett.
Willey, Viola, 611 North Fourth St., North Yakima.
Wilson, Beulah, Ellensburg.
Wilson, Jennie Rachel, Curtis.
Wise, Lillian, Prosser.
Wit, Frances Catherine, Toppenish.
Yocom, Mabel Anita, Ellensburg.

Sophomore Class.

Berg, Clara Martha, North Yakima.
Brown, Juret, Ellensburg.
Brunn, Hilda Gertrude, Ellensburg.
Champie, Charles, Ellensburg.
Clabaugh, Eva, Lester.
Ganders, Mary Louise.
Hendricks, Frankie Emma, Ellensburg.
Hosfelt, Jessie Bernice, Bickleton.
Maxey, Katherine Tennessee, Ellensburg.
Morgan, Nessa Margaret, Ellensburg.
Morgan, Truman Virgil, Ellensburg.
Peairs, Edna Inez, Wapato.
Roe, Clara Lois, Easton.
Tierney, William Thomas, Rochester.
Wilson, Mary Elma, Ellensburg.
Fry, Olive, Western.
Meisner, Hilda Amalie, 1115 West Third St., Davenport, Iowa.
Noble, Minnie Lucille, Ellensburg.

Smith, Silva Mortimere, Toppenish.
Bleven, Georgenia, Palmer.
Carlton, Jesse Westley, Hoquiam.
Home, Thelma Gertrude, Ellensburg.
Larsen, Myrtle E., Cormorant, Minn.
Miller, Marion Madeline, North Yakima.
Steele, Myrtle B., 208 North Fourth Ave., North Yakima.
Taylor, Harriet Sophia, North Yakima.

Freshman Class.

Berg, Ella Emma, North Yakima.
Felch, Elaine, Ellensburg.
Ford, Lillie, Ellensburg.
Jenks, Helen Lucile, Toppenish.
MacFarlane, Gladys, Ellensburg.
Slingsby, Ella, Ryan.
Struppler, Ivor Uncas, Othello.
Arscott, Pearl Henrietta, 814 East Sixty-fifth, Seattle.
Caraway, Amanda R., Hanson Ferry.
Foley, Celia, Sunnyside.
Haverinen, Ida, Soldier, Idaho.
Haverinen, Lena, Soldier, Idaho.
Lisle, Mabel Elsie, Walla Walla.
Perkins, Florence Wallace, Cooks.
Shelton, Laura, Kittitas.
Smith, Edgar, Kittitas.
Talbert, Anita, Cleveland.
Watkins, Claude C., Oakville.
Waters, Frances Louise, Ellensburg.

Special Students.

Blackmore, Elsie Etta, Ellensburg.
Cooke, Florence, Ellensburg.
Corbett, Sarah Christabel, Huntsville.
Crimp, Alice, Ellensburg.
Davidson, Mary, Ellensburg.
Kauffman, Charlotte, Ellensburg.
Kauffman, Dorothy, Ellensburg.
Knight, Madeline, Ellensburg.
Kohlman, Rent, Ellensburg.
Maus, Mrs. Mildred, Ellensburg.
Schnebly, Lillian, Ellensburg.
Smith, Theresa Ethelyn, Ellensburg.
Wills, Bertha, Ellensburg.
Gainer, F. G., Ellensburg.

Summer Session, 1912.

Allard, Emma, White Bluffs.
Altice, Belma, Ellensburg.
Ames, Helen, Ellensburg.
Baker, Frank, Ellensburg.
Baldwin, Sara, Ellensburg.
Bandy, Ella M., North Yakima.
Barkley, Mrs. Orpha, Ellensburg.
Bartholet, Ruth, Ellensburg.
Belles, Anna, Cosmopolis.
Belles, Jeannette, Cosmopolis.
Bossong, Pearl, Ellensburg.
Bradish, Eleanore, North Yakima.
Brown, Carrie, Orting.
Brunn, Herbert, Ellensburg.
Burke, Sara, Ellensburg.
Campbell, Bessie, Ellensburg.
Carpenter, Gwendoline, Portland, Ore.
Chapman, LeRoy, Milton, Ore.
Chase, Mrs. May M., Ellensburg.
Chiles, Edna, Ellensburg.
Clerf, Anne, Ellensburg.
Clerf, Rose, Ellensburg.
d'Ablaing, Geraldine, Ellensburg.
Danaher, Catherine, Walla Walla.
Davidson, Margaret, Ellensburg.
Duensing, W. F., Buckley.
Egan, Ida, Winchester.
Forsyth, Stella, Tacoma.
Fulton, Florence, Ellensburg.
Gainer, T. J., Ellensburg.
Gibson, Henry V., Ellensburg.
Gilchrist, Frances, Tacoma.
Guthrie, Alice, Ellensburg.
Henness, Donald, Ellensburg.
Hewer, Mrs. Nellie, Ellensburg.
Hurst, Teresa, Elbe.
Ingalls, Marie, North Yakima.
Johnson, Martha, Seattle.
Jones, Eva, Tacoma.
Kelnhofer, Theresa, Willamette, Ore.
Larson, Myrtle, Detroit, Minn.
Leask, Martha, Metlakatla, Alaska.
Leppert, Dadie E., Lansing, Iowa.

Lincoln, Lucile, Ellensburg.
Lynn, Effie, Tacoma.
Martine, Mae, Ellensburg.
Martine, Mallie, Ellensburg.
Maxwell, May, Selah.
Maxwell, Ralph E., Morrison, Ill.
Maxey, Elna, Ellensburg.
Mayer, Elta, North Yakima.
McKee, Alverda, Bisbee, Ariz.
McKee, Neria, Bisbee, Ariz.
McKinstry, Delocia, Ellensburg.
Meisner, Hilda, Davenport, Iowa.
Nagley, Jocy, Eatonville.
Nagley, Louise, Eatonville.
Neilan, Rose I., North Yakima.
Nelson, Clara, Kilbourne, Wis.
Owens, Mrs. Edith Record, Ellensburg.
Palmer, Clarice, Ellensburg.
Peairs, Gladys Alta, Wapato.
Quigley, Anna, Ellensburg.
Rugg, Samuel Ensign, Ellensburg.
Russell, Catherine, Chehalis.
Rust, Mary A., Portland, Ore.
Salladay, Letha, Ellensburg.
Schnebly, Lillian, Ellensburg.
Slussar, Myrtle, Mabton.
Swift, Mary E., Ellensburg.
Swope, Margaret L., Buckley.
Walker, Edna Maude, North Yakima.
Walline, Esther, Ellensburg.
Wantland, Lura, Vancouver.
Wilson, Lucile, Ellensburg.
Wirth, Iris, Ellensburg.

Tenth Grade.

Becker, Leslie	Long, Nellie
Benson, Victor	Maxwell, May
Bungard, Elsie	Shotwell, Catherine
Campbell, Jay	Shotwell, Robert
Coon, Cecil	Stanton, Kathryn
Hendricks, Ada	Taylor, Lillian
Ingalls, Marie	Uchikata, Henson
Kruger, Margaret	

Ninth Grade.

Ames, Adelyn	Mallette, Helen
Cameron, Fawn	Martine, Mae
Campbell, Bessie	Maxey, Elna
Clark, Wesley	Olmstead, George
Craig, Clarence	Satterwhite, Arthur
Dawson, Frank	Shelton, Marvin
Deering, Bessie	Shoemake, Bessie
Hall, Addie	Steinman, Mark
Harvey, Ruth	Turner, Mildred
Kleinberg, Alfred	Williams, Margaret
Leonard, Leo	

Summary of Attendance

Graduates, 1911-1912	36
Seniors not graduated.....	13
Juniors	95
Sophomores	26
Freshmen	19
Special Students	14
Students attending only summer session.....	60
Total attendance summer session 1911.....	76
<hr/>	
Total registered Normal Students.....	263
Tenth Grade	15
Ninth Grade	21
<hr/>	
High School Department.....	36
Eighth Grade	26
Seventh Grade	32
Sixth Grade	25
Fifth Grade	26
<hr/>	
Grammar and Intermediate Grades.....	109
Fourth Grade	43
Third Grade	42
Second Grade	37
First Grade	48
<hr/>	
Primary Department	170
Kindergarten	50
<hr/>	
Total Number Training School Pupils.....	365
<hr/>	
Total in all departments.....	628

The roll of the graduates and that of the holders of certificates are omitted this year on account of lack of funds.

It is especially urged that holders of diplomas and those who have ever received a certificate from the school will send their correct address to the principal's office by April 1, 1913.

Number of Life Diplomas issued.....	24
Number of Diplomas issued.....	36
Number of Secondary Certificates.....	50
Number of Elementary Certificates.....	28

THE ALUMNI ASSOCIATION

MRS. VESSIE BLEDSOE KEENON, 1911,
President.

.....
Vice-President.

EMELINE PALMER, 1911.
Secretary-Treasurer.

The Alumni Association holds its regular annual meeting and banquet on the Saturday evening preceding commencement. This will be on May 31, 1913.

Life diplomas will be formally presented to those graduates to whom they are due at that time, if they are present.

The members of the classes graduated in 1893, 1897, 1903 and 1907 are especially invited to visit their alma mater upon this occasion.

It is hoped that many graduates of these and other classes may find it practicable to be present on Alumni Day, 1913, and to come in time to attend the annual joint program of the literary societies on Friday evening, and to remain over Sunday for the Baccalaureate service.

FORMER PRINCIPALS AND TEACHERS

With present addresses as far as known.

-
- Benjamin F. Barge, Principal, 1891 to 1894; North Yakima.
P. A. Getz, Principal, 1894 to 1898; Portland, Oregon.
W. N. Hull, Assistant Principal, 1891 to 1893.
Fannie C. Norris, 1891 to 1892.
Rose M. Rice, 1891 to 1892; Mrs. W. B. Turner, Steilacoom, Wash.
Christina S. Hyatt, Training School Principal, 1892 to 1894; Seattle.
Elvira Marquis, English, 1892 to 1897; Mrs. H. S. Elwood, Ellensburg.
J. A. Mahan, Science, 1893 to 1898; physician, Ellensburg.
Anna L. Stewart, Critic, 1893 to 1898; Mrs. Dr. W. A. Hibbs, Seattle.
Elizabeth Cartright, Reading and Physical Culture, 1893 to 1897;
Mrs. L. McCandless, Honolulu.
C. H. Knapp, History and Geography, 1894 to 1896; California.
Fannie A. Ayers, Music, 1894 to 1897; South Bend, Indiana.
Ruth A. Turner, Drawing, 1894 to 1897.
Annie L. Klingensmith, Training School Principal, 1895 to 1898.
George E. St. John, Pedagogics, 1896 to 1897; Vashon College, Burton.
Blanche Page, Pedagogics, 1897 to 1898.
Lillian J. Throop, Music, 1897 to 1898.
Mary A. Grupe, Principal Training School, Art, Psychology, 1897 to
1907; Training Supervisor State Normal College, Greeley, Colo.
Lucy J. Anderson, Physical Culture and Expression, 1897 to 1899; Los
Angeles, California.
Agnes Stowell, Literature, 1897 to 1899; San Francisco, California.
Colema Dickey, Primary Training, 1898 to 1901; Mrs. E. J. Saunders,
Seattle, Washington.
Annette V. Bruce, Music, 1898 to 1904; Seattle.
Jessie Birdena Wilcox, History, 1898 to 1908; West Eaton, New York.
E. J. Saunders, A. B., Harvard, Science, 1898 to 1909; University of
Washington, Seattle.
Ida Mae Remele, Physical Training and Expression, 1899 to 1903;
Mrs. Wm. H. Hopple, Tiffin, Ohio.
Charlotte Sanford, Training School Assistant, 1899 to 1902; died, June
29, 1902.
Laura G. Riddell, English, 1899 to 1902; Forestry service, Portland, Ore.
Mary A. Proudfoot, Kindergarten Director, 1900 to 1906; State Normal
School, Marquette, Mass.
Lucinda Pearl Boggs, Ph. D., Psychology, 1901 to 1902; Urbana, Illinois.
Jennie H. Evans, Music, 1902 to 1903; Cleveland, Ohio.

- Bethesda I. Beals, English and Latin, 1902 to 1907; secretary Washington Society for the Prevention and Relief of Tuberculosis, Seattle, Washington.
- Margaret Steinbach, Training School Assistant, 1903 to 1909; Mrs. W. K. Myers, 1241 44th Place, Chicago, Ill.
- Evalyn Thomas, Physical Training and Expression, 1903 to 1909; Dramatic Reader—Electra, Rosmersholm, Much Ado About Nothing, Gyll Grange.
- Margaret Ashworth Nibblitt, Music, 1904 to 1906; 1617 Fourth Avenue west, Seattle, Wash.
- Harry M. Parks, Physical Science and Geography, 1905 to 1906; Oregon Agricultural College, Corvallis, Oregon.
- Luella M. Wilcox, Training School Assistant, 1906 to 1908; West Eaton, New York.
- J. R. Bevis, Physical Science, 1906 to 1907.
- Fern Earl Taylor, Assistant, 1907 to 1908.
- Levi Clark, History, 1908 to 1909; principal high school, Blaine, Wash.
- Marguerite E. Harn, Secretary, 1904 to 1910; Mrs. Edwin C. King, Buckley, Wash.
- Elsbeth S. Sabelwitz, Music, 1906 to 1910; Mrs. Dr. J. A. Mahan, Ellensburg.
- Stella B. Vincent, S. B., Psychology, Principal Training School, 1907 to 1909; University of Chicago.
- Ethel M. Green, Observation Teacher, 1908 to 1910, State Normal School, Winona, Minn.
- Alberta McDonnell, A. M., English and Latin Assistant, 1908 to 1910; high school, Tacoma.
- Lottie Jellum, Domestic Economy, 1909 to 1910; Wenatchee, Wash.
- John C. Frazee, Geographical Sciences, 1909-1911; Graduate Student Teachers' College, New York City.
- Mae E. Picken, Observation Teacher, 1908-1911; State Normal School, Superior, Wisconsin.
- J. B. Potter, Assistant Training Department, athletic coach; Lewiston, Montana.
- Catherine McMurphy, Assistant in English and Latin, 1910-1911; Snohomish, Washington.
- Adina Malmsten, Music, 1910-1912; Vancouver, Washington.

ANNOUNCEMENT

The next school year will open September 4, 1912.

Registration will begin at 9 o'clock a. m. on Tuesday, September 3.

All who would accomplish a full year's work should register on Tuesday and be present for the organization on the opening day.

Graduates of accredited high schools are admitted without examination, and on the completion of one years' work they may receive a certificate good for two or three years, and on the completion of an advanced course of two years, may receive a diploma authorizing them to teach in any of the schools of the state for a period of five years. When they have taught successfully three years they are entitled to a life diploma.

Graduates of state normal schools in Washington are admitted to junior standing in the University of Washington.

More particular information may be obtained by inquiring of the secretary or the principal.

W. E. WILSON, Principal,
Ellensburg, Wash.

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